DOCUMENT RESUME

ED 340 406 JC 900 050

AUTHOR	Fullen, James, Ed.
TITLE	OATYC Journal; Vol. XI, Nos. 1-2, Fall 1985-Spring 1986.
INSTITUTION	Ohio Association of Two-Year Colleges.
PUB DATE	86
NOTE	92p.; This journal is being entered into ERIC, one year's worth at a time, with "Table of Contents" type abstracts, in order to provide indexing access to the individual articles via the text of the abstract.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	OATYC Journal; v11 n1-2 Fall 1985-Spr 1986
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	College Faculty; *College Instruction; College Programs; Community Colleges; Curriculum Development; Faculty Development; Institutional Characteristics; *Instructional Innovation; *Merit Pay; *Teaching Methods; Technical Education; Two Year Colleges
IDENTIFIERS	*Ohio

ABSTRACT

"OATYC Journal," which is published by the Ohio Association of Two-Year Colleges, is designed as a forum for the exchange of concepts, methods, and findings relevant to the two-year college classroom. Along with commentaries and letters of reaction from the readership, the two issues of volume XI contain the following: (1) "Focus: Belmont Technical College--A Community Leader," by Gregg Warren; (2) abstracts of the 1984 OATYC conference presentations; (3) "How One Two-Year College Has Infused New Life into a Forgotten Segment of Appalachia," by Robert L. Wilson; (4) "Deportment Skills in the Two-Year Technical Curriculum," by Melinda Ross-Harrington; (5) "Library Skills Instruction Services in Junior and Community Colleges," by John A. Kalmbach; (6) "Adult Learning and Individual Differences: Keys to More Effective Staff Development," by John C. Daresh; (7) "Your Place: Addressing the Educational Needs of the Displaced Homemaker," by George H. Van Allen and Nancy Wolford; (8) "Issue: To What Extent Should Computers Be Used in Teaching Writing?" by David Humphreys and Roy Bentley; (9) "Focus: Lima Technical College, Reaching Out," by Alan J. Lange; (10) abstracts of the 1985 OATYC conference presentations; (11) "Merit Pay and the Evaluation Problem: Why Most Merit Pay Plans Fail and A Few Survive," by Richard Murnane and David Cohen: (12) "Classical Literature as a Technical Course Text," by James Hudson; and (13) "Issue: When and How Should a Two-Year Educational Program be Scrapped?" by Robert Thompson and Norbert A. Wethington. (EJV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

ED340406

OATYC JOURNAL

VOL. XI No. 1 Fall 1985
VOL. XI No. 2 Spring 1986

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

James D. Fullen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

JC 900 050

oatyc

OHIO ASSOCIATION OF TWO-YEAR COLLEGES

VOL. XI No. 1 Fall 1985

THIS ISSUE

COMMENT

TEXT

Focus: Belmont Technical College: A Community Leader

Seminar Session Abstracts of the 1984 OATYC Conference

How One Two-Year College Has Infused New Life into a Forgotten Segment of Appalachia

Department Skills in the Two-Year Technical Curriculum

Library Skills Instruction Services in Junior and Community Colleges

PLUS ONE

Adult Learning and Individual Differences: Keys to More Effective Staff Development

PRACTICUM

Your Place: Addressing the Educational Needs of the Displaced Homemaker

FORUM

ISSUE: To What Extent Should Computers Be Used in Teaching Writing?

Who Dares Cry Hold?

Something Human

REACTION

Professional Associations: Dilemma or Opportunity?

OHIO ASSOCIATION OF TWO-YEAR COLLEGES

An affiliate of the American Association of Community and Junior Colleges

OATYC

JOURNAL

VOL. XI No. 2 Spring 1986

THIS ISSUE

COMMENT

Teaching Versus Research

TEXT

Focus: Lima Technical College, Reaching Out

Presentation Abstracts of the 1985 OATYC Conference

PLUS ONE

Merit Pay and the Evaluation Problem: Why Most Merit Pay Plans Fail and a Few Survive

PRACTICUM

Classical Literature as a Technical Course Text

FORUM

ISSUE: When and How Should a Two-Year Educational Program Be Scrapped?

Program Termination — An Unpleasant but Necessary Task

Ten Commandments for "Killing" a Program

REACTION

Response to "Issue: To What Extent Should Computers Be Used in Teaching Writing?"

BEST COPY AVAILABLE

oatyc

OHIO ASSOCIATION OF TWO-YEAR COLLEGES

VOL. XI No. 1 Fall 1985

THIS ISSUE

COMMENT

TEXT

Focus: Belmont Technical College: A Community Leader

Seminar Session Abstracts of the 1984 OATYC Conference

How One Two-Year College Has Infused New Life into a Forgotten Segment of Appalachia

Department Skills in the Two-Year Technical Curriculum

Library Skills Instruction Services in Junior and Community Colleges

PLUS ONE

Adult Learning and Individual Differences: Keys to More Effective Staff Development

PRACTICUM

Your Place: Addressing the Educational Needs of the Displaced Homemaker

FORUM

ISSUE: To What Extent Should Computers Be Used in Teaching Writing?

Who Dares Cry Hold?

Something Human

REACTION

Professional Associations: Dilemma or Opportunity?

oatyc JOURNAL

Dr. James D. Fullen, Editor
Ohio Association of Two-Year Colleges
Central Ohio Technical College
University Drive
Newark, OH 43055, (614) 366-1351

NON-PROFIT ORG
U.S. POSTAGE
PAID
PERMIT NO. 52
NEWARK, OHIO

oatyc

OATYC Provides:

—Collective influence on the future direction of Ohio's two-year campus system;
—Access to low-cost classroom liability insurance protection of $300,000;
—An open forum for the discussion of trends, problems, accomplishments, and challenges unique to state-assisted, two-year campuses;
—A newsletter which informs members of the proceedings and activities of OATYC and of Ohio's two-year campuses;
—The *Journal* which provides an opportunity for publication and exchange of scholarly views and concepts;
—Conference and workshops providing opportunities for professional development, visits to other two-year campuses, presentation of papers, and socialization with other two-year campus personnel.

Purposes:

—To provide a forum in which all state-assisted, two-year campuses can meet to discuss and resolve mutual problems;
—To foster cooperation and communication among Ohio's institutions of higher education;
—To provide the viewpoint of the state-assisted, two-year campuses to the Ohio Board of Regents and to the State Legislature;
—To identify and improve the status, prestige, and welfare of all state-assisted, two-year campuses in Ohio, and to other activities which will increase the contribution of state-assisted two-year campuses to Ohio's total educational process.

Summary of Coverage For The Teacher's Liability Policy

"To pay all sums which the insured (teacher) shall become legally obligated to pay, arising out of his teaching pursuits. The policy carries a limit of $300,000. Defense costs are included over and above the $300,000 limit. The policy covers damage from Bodily Injury, Property Damage, and Corporal Punishment. The three-year premium is $30.00 for lab coverage and $20.00 for non-lab coverage." (The above is a summary. It is not a full explanation of charges. For an exact interpretation of the coverages, the actual policy must be reviewed.)

Institutional Members

Central Ohio Technical College, Newark
Dr. Julius S. Greenstein, President

Lakeland Community College, Mentor
Dr. James L. Catanzaro, President

Rio Grande Community College
Dr. Clodus R. Smith, President

JOURNAL
OF THE
Ohio Association of Two-Year Colleges

VOL. XI No. 1 Fall 1985

The *Journal of The Ohio Association of Two-Year Colleges* is published by the Association to provide the two-year colleges of Ohio with a medium for the sharing of concepts, methods and findings relevant to the two-year college classroom and to provide an open forum for problem discussion and review.

Subscription is part of the OATYC active, associate, or institutional membership. However, single copies of the "Journal" are available at $3 each. A yearly subscription is available for $6 to persons or organizations who do not want membership in the OATYC. Postage is prepaid on all orders within the U.S.; $.50 per year is added for Canada, $1 per year for all other foreign countries. Communications regarding orders, special subscriptions, single copies, advertising, and permission to reprint are to be addressed to:

The Ohio Association of Two-Year Colleges
c/o David Conrath
Washington Technical College
Rt. 2, State Route 676
Marietta, Ohio 45750

Journal Officers
Dr. James Fullen, Editor, Central Ohio Technical College
Ms. Linda Houston, Assistant Editor, Agricultural Technical College

Editorial Board
Ms. Anna P. Barnum, University of Akron Community and Technical College
Dr. David Humphreys, Cuyahoga Community College
Dr. Bari Lateef, Youngstown State College of Applied Science and Technology
Dr. Lloyd Monnin, Clark Technical College
Mr. Jack Tabor, Columbus Technical Institute

Readers
Mr. Gordon Brooks, Columbus Technical Institute
Dr. Harold Brown, Columbus Technical Institute
Dr. James McLaughlin, Central Ohio Technical College
Dr. Carlos Tackett, Lakeland Community College

OATYC Journal, Fall 1985
Volume XI • Number I
Table of Contents

COMMENT
Lloyd Monnin, OATYC President-Elect, Clark Technical College 3

TEXT
Focus: Belmont Technical College: A Community Leader
Gregg Warren, Belmont Technical College 5

Seminar Session Abstracts of the 1984 OATYC Conference 11

How One Two-Year College Has Infused New Life into a Forgotten Segment of Appalachia
Robert L. Wilson, Shawnee State College 16

Deportment Skills in the Two-Year Technical Curriculum
Melinda Ross-Harrington, Hocking Technical College 17

Library Skills Instruction Services in Junior and Community Colleges
John A. Kalmbach, The University of Toledo 20

PLUS ONE
Adult Learning and Individual Differences: Keys to More Effective Staff Development
John C. Daresh, The Ohio State University 23

PRACTICUM
Your Place: Addressing the Educational Needs of the Displaced Homemaker
George H. Van Allen and Nancy Wolford, Southern State Community College 28

FORUM
ISSUE: To What Extent Should Computers Be Used in Teaching Writing?
Who Dares Cry Hold?
David Humphreys, Cuyahoga Community College 32

Something Human
Roy Bentley, Hocking Technical College 33

REACTION
Professional Associations: Dilemma or Opportunity?
James L. McLaughlin 34
An Apology 36

COMMENT

As your association's new president, statements of what I propose doing "while in office" seem somewhat inappropriate. However, since the primary purpose of this organization is to promote the mutual and reciprocal professional growth of its members, I wish to take this opportunity to comment briefly on the uniqueness of the mission of community colleges and their faculties.

Lloyd Monnin

First, America's two-year colleges have attempted some phenomenal innovations and achievements in their relatively short life span. As the youngest of American educational institutions, two-year colleges have extended the democratization of education to the post-secondary level. They have made continuing education available to persons of all ages for the first time. They have made vocational and technical education accessible to all, and, possibly most important of all, they have made it possible for large numbers to "try out college." I think we have every right to be proud of being a part of this expansion of educational opportunities.

However, we must ever be mindful that what we, the professional/instructional personnel of the nation's public two-year colleges, profess must ultimately coincide with society's charge to us. The American public has great expectations of its two-year colleges. As in previous times in history when society made extensive demands upon elementary and secondary schools, so today, it is expecting the community colleges to be all things to all people.

Specifically, the community college is expected to perform two seemingly contradictory, but essential functions. First, the community college must provide open access to all who hold a high school diploma or a GED equivalent. Simultaneously, it must offer programs of solid quality either as preparation for direct job entry or as satisfactory transfer into a four-year college program. Achieving both of these goals simultaneously is so basic to the mission of the community college that its success and excellence are measured thereby. Achievement of these two goals requires that many things be well done by the professionals who are the community college.

First, it demands a thorough and uniformly administered program of entrance testing, student placement, and developmental education. It demands that faculty and counselors be prepared to work with individuals on personal and academic advising. It demands appropriately sequenced and articulated courses and learning experiences leading to accepted levels of mastery proper to job entry or transfer to upper division course work. Moreover, it demands that institutions and faculty clearly identify and insist upon fixed levels of achievement for the awarding of certificates, diplomas, and degrees.

In short, it demands something of the two-year colleges which has never been asked of or achieved by the "older" educational institutions, namely both the selection and de-selection of students. Previously, elementary schools and, later, secondary schools were expected to accept and retain all persons of given age levels. Colleges traditionally worked with only a select group of clientele, i.e. those persons who measured up to their predetermined admissions standards. Obviously, some deselection, voluntary or involuntary, occurred, but colleges, by assumption, never admitted "high risk" students.

However, the two-year college is expected to maintain open doors to all regardless of their levels of academic achievement — or when this achievement occurred. Given this total cross-section of the American admixture of humanity, the two-year college, in addition to its thoroughly diverse array of post-secondary offerings, is expected to effectively screen its students and determine the level and type of certificate or degree each person should be awarded.

For lack of a better term, let me call this, "in-process academic sieving." Undoubtedly, this will be seen by some as undemocratic, anti-egalitarian or unduly competitive. However, in my opinion, the quality and excellence of two year-colleges will be measured by society against this one criterion more than against any other. Truly, while the mission of the community college does involve its becoming instructionally all things to all people, it must, with comparable necessity, identifty and maintain program standards and requirements. Though either can be achieved with relative ease, it is the concurrent accomplishment of the two that is difficult. The two-year college is committed to the difficult; we are committed to doing the difficult and doing it well.

Lloyd Monnin
President-Elect
OATYC

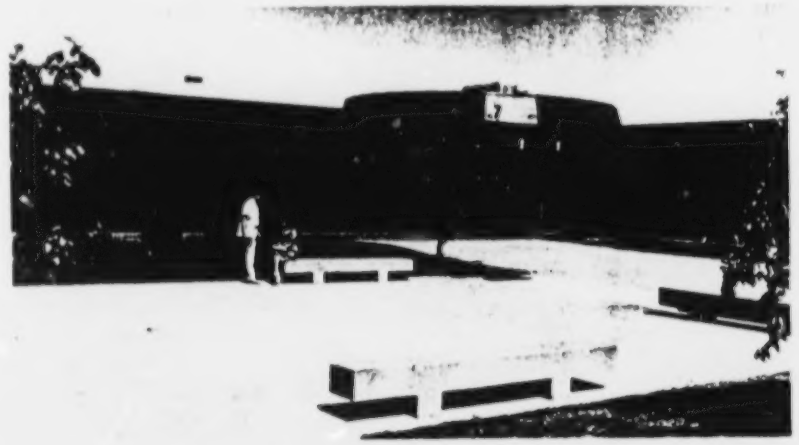
BEST COPY AVAILABLE

TEXT

FOCUS: Belmont Technical College
A Community Leader

Gregg Warren

This edition of the Journal *takes you on a visit to the two-year college campus of Belmont Technical College near St. Clairsville in Belmont County. The college not only is preparing students for the future, it is dedicated to helping the economy and livelihood of the Upper Ohio Valley by providing expertise to business and industry.*



Since 1971, Belmont Technical College in St. Clairsville has been preparing students of the tri-state area (East Ohio, Northern West Virginia and Southwestern Pennsylvania) as viable members of America's work force.

Since opening its doors nearly 15 years ago to 350 students, the college has grown in many ways — some nationally unique. Today, the college enrollment stands at nearly 2,000 students who select from associate degree programs in health, engineering, business or industrial skills technologies.

To meet the needs of institutional growth, a $1.3 million building renovation project recently was completed which includes a new student activity center, large meeting room, daycare center, learning resource center, bookstore, concession area and storage rooms. The expansion permitted existing space to be altered as additional classroom space.

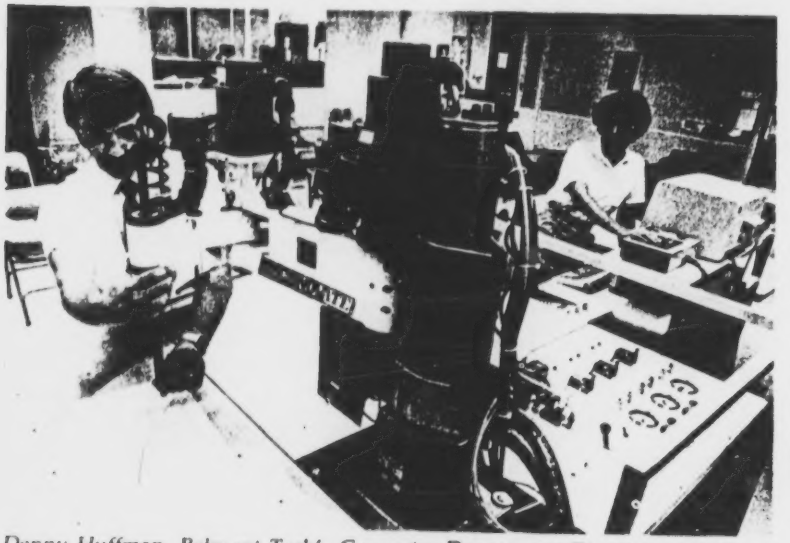
The college has earned the reputation of being concerned and dedicated to the future of its students and keeps in constant contact with the job market to ensure students receive the most up-to-date training to meet the needs of business and industry. Such is the case with the inclusion late last year of a new curriculum focusing on the applications and programs of automated manufacturing systems.

The new curriculum includes study in Computer-Aided Drafting (CAD),

Computer-Aided Manufacturing (CAM) and the purchase of Technovate robotic teaching cell, IBM 7535 robot and related equipment which are the first of their kind in the Ohio Valley.

"The college is one of the few in the nation to offer a comprehensive two-year program with the emphasis on robotics applications in today's industry," Tom Ostasiewski, Dean of Educational Services, said.

Ostasiewski said that until recently, the thrust of robotics in education has been in the servicing of robots. He explained that Belmont Tech's concentration is on the application and programming of automated manufacturing systems.



Denny Huffman, Belmont Tech's Computer Department Director, adjusts the college's new robotic arm as computer lab assistant Diane Albright programs a computer which controls the robot.

"Our graduates will be leaders in the factories of tomorrow which will star these automated workers," Ostasiewski said.

Two other distinctive events this year at Belmont Tech receiving regional attention and praise through local news media editorials involves an educational partnership with a private college and a tuition reciprocity agreement with two other colleges.

Concerning the educational partnership, Belmont Tech and Wheeling College in Wheeling, W.Va., announced several months ago that a bachelor of science degree in industrial engineering is available. The degree combines Belmont Tech's technical curriculum with a liberal arts background from Wheeling College.

BEST COPY AVAILABLE

Belmont Tech President Dr. Paul Ohm said the partnership with the private Jesuit college offers a "brighter future" for the local economy.

Ohm said students have two options to choose from on how to obtain the degree.

The first option involves the student receiving a two-year associate degree in Manufacturing Technology from Belmont Tech. The student may then enroll at Wheeling College with the technical background and receive two years of liberal arts and basic science courses to complete the industrial engineering degree.

The second option calls for the student to enroll at Wheeling College. Various courses taken in the school's four-year program would be conducted at Belmont Tech utilizing the unique labs and technical expertise available there.

Dr. Paul Ohm, President

Ohm said that prior to the partnership announcement, the closest institution offering an industrial engineering degree is Carnegie-Mellon University in Pittsburgh.

"While we fully realize the convenience of offering a high quality education to area residents, we also understand the economic impact this educational opportunity has on the region," Ohm said.

Ohm said economic development organizations and local government officials can use the program as a tool in attracting or retaining industry. He explained that the college's partnership program provides a trained work force for the automated factories of the future and fulfills the needs of today's area industries.

"We see the key person in improving plant production as the industrial engineer of tomorrow. We have the technology and equipment, now we need the engineer," Ohm said.

Ohm believes the new degree program will prove more attractive to employers explaining that these students will have a much broader background than the normal industrial engineering major.

"This program will provide a uniquely qualified and well-rounded engineer with an emphasis in the business disciplines, the normal engineering theory and a background in the advanced technologies usually not available in such training. This will equip the industrial engineer with the capability of confronting the problems of the companies today and in the future and knowing how to remedy those problems," Ohm said.

The tuition reciprocity agreement, announced in July, includes Jefferson Technical College in Steubenville, West Virginia Northern Community College (WVNCC) in Wheeling and Belmont Tech.

The interstate pact opens educational opportunities in 100 programs of study to students in four East Ohio counties and five northern West Virginia counties which border the Ohio River.

Ohio Gov. Richard F. Celeste receives a Belmont Tech shirt from college President Dr. Paul Ohm during a recent reception at the governor's residence.

The agreement allows Ohio students residing in Belmont, Harrison, Jefferson and Monroe counties to attend WVNCC at the same tuition cost that West Virginia students pay. Also, West Virginia residents residing in Brooke, Hancock, Marshall, Ohio and Wetzel counties now can pay Ohio tuition rates to attend Jefferson Tech or Belmont Tech.

Until the agreement, Ohio residents paid a higher tuition rate than West Virginia residents to attend WVNCC. Likewise, West Virginia residents paid higher rates than Ohio residents to attend Jefferson Tech or Belmont Tech.

While the agreement sanctioned by the Ohio and West Virginia Board of Regents is one of four in Ohio, it stands apart because it is not program specified.

"By both states agreeing to the reciprocity pact, it is an acknowledgement by the states that when it comes to choosing educational opportunities, area residents do not allow state-lines to dictate their eduational needs," Ohm said.

He added that not only does the agreement provide more educational programs to area residents, it provides them at some of the lowest rates in the region.

"West Virginia Northern's tuition is certainly low and Jefferson Tech and Belmont Tech have the lowest tuitions in Ohio," Ohm said.

The commitment exhibited by Belmont Tech towards its students also exists towards tri-state business and industry.

"We strive to offer classroom excellence in study areas that prepare students for their future. What is not overly known is that we also strive to meet the needs of area business and industry in an attempt to assist them to operate more efficiently or, in some cases, help to keep their doors open," Ohm said. "Because of Belmont Tech's commitment to the local economy, the college offers several services to business and industry including seminars, mini-courses and custom-designed training for a company's employees."

An example of the college's association with area firms involves the current training of nearly 350 employees from the Imperial Clevite Corp.'s Bridgeport, Ohio, plant. The plant produces "sleeve type" bearings used in internal combustion engines for automobiles, small air compressors and certain types of aircraft engines.

Some of Clevite's customers include American Motors, Buick, Chevrolet and Chrysler.

When officials at the Chicago based firm decided to ensure the quality of its products, plant managers were faced with the task of finding a quality control training source for employees. The Bridgeport operation turned to Belmont Tech for such training.

Earlier this year, after several months of meetings between college staff and plant officials, a custom-designed training program was developed to provide workers and administrators with the understanding of Statistical Process Control (SPC).

The training program, held at the college, was more than a history lesson or general outline of SPC. The training specifically was designed to be applicable to Clevite's operations.

To further assist the firm, the college worked with the Ohio Industrial Training Program to help offset the training costs such as instruction development, instruction costs and teaching materials. With OITP's assistance, $20,000 in state aid was secured for the program.

Fred Hanson, Clevite plant manager, said the training is essential in keeping the firm internationally competitive.

Other area business and organizations have called upon the expertise of Belmont Tech's staff. Recently the college completed a computer training session for a local savings and loan and held a Nursing Care Plan workshop to sharpen nursing skills at an area hospital.

Belmont Tech is recognized by the Ohio Department of Natural Resources (ODNR) and the Ohio Department of Transportation as a welding certification center.

Area companies send their welders to the college for testing with the goal of having the workers become certified welders or to ensure the already certified welder maintains quality workmanship. If not for the service, the firms would have the testing conducted in Columbus, Cleveland or Pittsburgh.

ODNR also recognizes the college in providing blasting certification classes. Belmont Tech is one of two organizations publically offering the training.

Recently ODNR issued new guidelines by which currently certified blasters must seek new certification and anyone who has yet to be certified may obtain training through courses such as those offered at the college. The majority of local blasters in the Belmont County area are associated with the coal mining industry.

The college recently began its "Professional and Technical Seminars," a new service. The 16 technical and 10 professional seminars begin on various dates through May 1986.

The seminars, some of which are for one day, are held on Saturdays and are designed to aid in employee management development which can benefit business growth and retention.

The college used a mass mailing to 10,000 area businesses informing them of the seminars.

Some of the technical seminars include Statistical Process Control, Microprocessor Interface, Computer-Aided Drafting, Computer-Aided Manufacturing, Foxboro Training Seminars; and others.

Several of the professional seminars include Stress in the Workplace, Time Management, The Listening Manager, Word Processing, Team-Building 101,

BEST COPY AVAILABLE

and other seminars.

Ostasiewski said the response has been "excellent" and the college will continue with such programs in years to come.

The private sector is not the only non-student oriented entity to obtain college assistance. The public sector often turns towards the college for aid.

This year Belmont Tech has provided computerization consultation for the Belmont County commissioners and the county's department of human services. Also, the college has provided facilities for the FBI, Belmont County Sheriff's department, ODNR and other public agencies to hold training seminars and meetings.

Local school districts have used the college's services in a variety of areas including the development and presentation of inservice computer training for faculty and computer curriculum development.

The districts also have received college assistance in developing specifications for computer equipment to be used in instruction and administration. Technical expertise has been provided to the districts in the planning of running tracks, design of athletic fieldhouses and assisting in the design of electrical upgrading in buildings.

"We are always ready to respond to requests by the public sector. Our sharing of knowledge or facilities are just several of many ways the college strives for a better community," Ohm said.

Belmont Tech's future is an optimistic one. The college has established itself as a leader in the community, whether it be in the quality of programs offered to residents or in the area of boosting the local economy.

"Belmont Tech may never be Ohio's largest technical college, but we can be the best," Ohm said.

Gregg Warren
Director of Public Relations
Belmont Technical College
St. Clairsville, Ohio 43950

Seminar Session Abstracts of the 1984 OATYC Conference

The 1984 OATYC Fall Conference enriched many of us. Unfortunately, not all the presenters mailed in an abstract. But, the Journal *would like to share the received ones with you.*

Peer Tutor Training in High Schools and Colleges

Peer tutors need training to be effective. Variations of training approaches were analyzed for appropriateness in particular settings. Some variations are volunteer training, paid training, credit training, grant funded training.

A tri-level cooperative grant funded pilot program to train tutors in secondary and post-secondary settings was reviewed. Demonstration of uses for audio-visual and printed training materials led to sharing of materials used by participants.

Phyllis Thompson
Coordinator of Developmental Education
Central Ohio Technical College
Newark, OH 43055

Serving Underprepared Students Through the Premajor Program Model

The University of Toledo's Community and Technical College devised a Premajor (PREM) program to help academically underprepared freshman students and, thereby, increase retention. Program participants are deficient in reading, writing, and/or mathematics. PREM students are identified through screening test scores on the *American College Test,* the *Stanford Test of Academic Skills,* or a *Business Math Test* created by the college's mathematics faculty. These students' curriculum is limited in concert with their screening test scores. Basic skills courses, namely Effective Reading, Basic Writing, Basic Mathematics, Introduction to Algebra I, Introduction to Algebra II, and Technical Mathematics, are taken oftentimes along with Introduction to University Studies, a college orientation course. All of the aforementioned courses are offered on a pass/no credit basis. Some graded courses are available to PREM students. Those courses with basic skills prerequisites, though, are not suggested for underprepared students. Two types of support services are offered: tutoring and advising. Reading, writing, and mathematics labs are open to help students with cognitive problems. PREM advisors are on hand to help with affective problems. Students can voluntarily use these services, and instructors may refer students to the labs or advisors.

Program assessment results show that high involvement, i.e. using the PREM advisor services and attending seminars, is associated with successful course performance. Additionally, suggested course curriculum, i.e. not enrolling in advanced courses with basic skills prerequisites is associated with success. A questionnaire administered to ComTech faculty indicates the program is well received by the faculty. Finally, retention figure comparisons for develop-

mental students are encouraging.

Marianne Mazur-Stewart
Program Director
Jim Apsey, Advisor
Judy Wells, Advisor
The University of Toledo Community and Technical College

Three Strategies for Increasing Foreign Language Enrollments

This session centered on three strategies aimed at increasing foreign language enrollments at Sinclair Community College. All are initiatives being undertaken by the faculty of the college's Department of Humanities, Government, and Foreign Languages.

The first involves individualizing instruction in several French and Spanish courses. At the present time individualized instruction is offered in seven departmental language courses, including the year-long sequences in intermediate (second-year) French and Spanish.

The second strategy focuses on responding to community (and especially corporate) needs by offering foreign language instruction within special parameters. While our efforts in this area have been unsuccessful in large part, we are continuing to adapt existing course material and to broaden our contacts.

The third concerns the creation of a regional organization of high school and college foreign language instructors. With Sinclair College acting as sponsor and host institution, the Miami Valley Foreign Language Teacher's Association came into being early in 1984. While the association's members determine its objectives and choose their own officers, Sinclair provides all of the necessary logistic and administrative support. Expanding steadily in both membership and functions, the organization appears to have a promising future.

Thomas Preisser
Professor and Chairman
Department of Humanities,
Government, and Foreign Languages
Sinclair Community College
Dayton, OH 45402

Measuring Your Creativity and Change Quotient

The focus of this seminar was on understanding the new norms of creativity and change in our culture. Particular attention was given to demystifying these concepts and discussing how one can learn the skills necessary to successfully manage creativity and change. This was examined in the context of our personal lives in organizational roles.

Several instruments were used to measure attitudes and awareness regarding change and creativity. A special aspect of the seminar was devoted to "Blocks to Creative Thinking and Change."

Art Moyer
Humanities
Stark Technical College
Canton, OH 44720

Part-time Faculty Instruction: New Directions for Excellence

The pursuit of academic excellence rests with the quality of faculty employed by an educational institution. In the last decade we have seen a dramatic growth in the utilization of part-time faculty members in higher education from 23% in 1966 to 41% in 1980. The most widespread use of part-time faculty is in the two-year community colleges, constituting 56% of the total faculty. The enormous use of part-time faculty has created problems for educational institutions. The *selection, guidance,* and *assessment* of part-time faculty are critical issues that need to be addressed if colleges are to maintain enrollment and excellence in instruction.

Selection of qualified community-based instructors has increased flexibility in curriculum and scheduling at Cuyahoga Community College's Western Campus. The identification of part-time faculty candidates is accomplished through referrals, individual written and oral inquiries, and newspaper advertisements. The establishment of a complete credential file for each applicant at Cuyahoga Community College consists of an application, two letters of recommendation, *official* college transcripts, and a current vitae or resume. We believe that hiring procedures for part-time faculty members must be clearly delineated and consistent throughout an institution.

To ensure that part-time faculty candidates are qualified to teach a course requires a scrupulous study of the candidate's credential file and a coordinated effort taking place among the Director of the Evening/Weekend Program, Part-time Faculty Coordinator, and the Division Head of Health Careers and Natural Sciences.

The orientation program for part-time faculty is designed to introduce them to college personnel, to review the part-time faculty handbook, and to provide the opportunity to meet with division heads and program coordinators to learn departmental procedures. The handbook used introduces the part-time faculty to philosophy and objectives of the College. It also acquaints them with all aspects of resources, policies, procedures, and responsibilities to achieve excellence in classroom instruction. In addition, all classroom materials pertinent to instruction, such as course objectives, sample course outlines, and student evaluation criteria are made available to the part-time instructors.

Because Cuyahoga Community College believes that assessment is an important factor in achieving academic excellence, it requires that all part-time faculty be evaluated every fourth quarter following an initial evaluation. Evaluation begins with a letter to each part-time faculty member at the beginning of an academic quarter explaining that evaluation is a contractual requirement. However, the primary purpose of an evaluation is to help part-time faculty improve their teaching skills. It also helps to maintain continuity of instruction and to identify outstanding faculty. The evaluation process is characterized as a constructive program consisting of four segments: (1) pre-assessment conference, (2) classroom visitation, (3) student evalution of instructor, and (4) post-visitation conference. It is during the post-visitation conference that the evaluator identifies and discusses the instructor's strengths and/or weaknesses. The evaluator is a personal liaison between the part-time faculty member and the full-time College endeavor. The evaluation becomes part of the part-time faculty member's permanent credential file which is maintained in the Evening/

Weekend Office, with copies to the part-time faculty member, Part-time Faculty Coordinator, and Division Head. Additionally, documents utilized in teaching a class are kept on file for future reference, i.e. quizzes, grades, handouts.

Careful selection, guidance, and assessment has strengthened commitment of part-time faculty to Cuyahoga Community College because someone has taken time to care and to help faculty improve their classroom presentations, course syllabi, and tests. This commitment improves the quality of education provided for students.

Richard A. Staglino
Cullen S. Johnson
Richard E. France
Cuyahoga Community College, West
Parma, OH 44130

Modifying Health Career Programs to Meet Changing Health Care Trends

Dramatic changes have occurred in the delivery of health care during the past decade. Responses of hospitals and other health facilities to intense cost-containment efforts have created a highly competitive environment. Survival and vitality, in such a highly competitive environment, require that hosptials and colleges use new approaches that maximize human, physical, and fiscal resources. As the health care industry aggressively uses promotion, advertising, and marketing to attract and develop resources, two-year colleges are using creative and innovative approaches to the education of health professionals. One such professional is the Multiple Competency Clinical Technician (MCCT). Basic activities can be used to develop and implement a new program, or to modify an existing one to reflect current trends in health care; e.g., define the idea, obtain faculty input and support, discuss with administration, analyze task, develop program, submit program to curriculum committee, implement, evaluate program, and modify if necessary.

Helen K. Jefferson
Department of Humanities
Cuyahoga Community College
Cleveland, OH 44115

Improving Teaching of Reading to Hearing Impaired

Pointers gained from this author's attendance of a week-long conference on Adult Basic Education for the Deaf at Gallaudet College for the Deaf, Washington, D.C. and the Conference of Educational Administrators Serving the Deaf, Los Angeles, California show a positive change in deaf students' learning to read/write can be obtained by using specific books and techniques developed for deaf student usage. The techniques include using Total Communication to teach reading/writing on an "easy to use" word processing program, THE BANK STREET WRITER; teaching and testing with books having controlled syntax and designed or recommended by Gallaudet staff, California School for the Deaf, Northridge and National Technical Institute for the Deaf, Rochester, N.Y. Reading levels of outside reading materials can be determined by using a computerized readability program.

Maxine W. Giddings
Department of Humanities
Cuyahoga Community College
Cleveland, OH 44115

From the Streets to the Campus: Success for the Displaced Youth and Adult

The Pre-Technical Training Program of the University College of the University of Cincinnati is an academic preparatory program, in cooperation with the Private Industry Council (PIC) and the Employment and Training Division of the City of Cincinnati, and funded through the Job Training Partnership Act (JTPA). Its purpose is to assist economically disadvantaged adults and youth who are unable to meet the requirements for admission into a two-year associate degree program because of a need for improvement in Math, English, Science, Economic and Computer skills as well as Career Planning, Human Relations, and Decision Making.

The curriculum is designed for students to spend a minimum of two quarters and a maximum of three quarters on campus where they are enrolled in 12 to 16 credit hours per quarter. Pre-Tech is not designed for short term occupational skill development but stresses longer term academic and interpersonal skill acquisition. Admission to the program requires a high school diploma or G.E.D. At the conclusion of their training, students have the option, based upon successful completion, to transfer into one of University College's associate degree programs, seek admission to other post-secondary institutions, or seek full-time unsubsidized employment.

The Pre-Technical Training Program, from its inception of April 1983 through June 1984, has enrolled 223 students. Of this number, 134 or 60% have successfully completed one or more quarters and are presently enrolled in their chosen technology. As a preparatory program for a special student population, Pre-Technical Training has gone through a number of changes since its implementation. But, in the final analysis, it is showing success not only in student placement but by providing positive experiences for students and faculty alike.

L. Arthur Safer
University College
University of Cincinnati
Cincinnati, OH 45221

Moffitt's Theory of Teaching Composition: Developing Independent Learners

Community colleges provide an avenue to higher education for students who would normally not attempt college. Accordingly, students enrolled in community colleges have experienced a lack of success in high school, are deficient in basic skills, and have poor self-images. (Cross 1979)

Basic skills studies in community colleges have not dealt with the poor attitudes and poor self-images of their students. In addition, counselors often encourage students to lower their aspirations. (Thurston 1981)

The current national push toward excellence in education is causing community colleges, for the first time, to institute rigid enrollment requirements. These enrollment requirements are, in effect, closing the door so that, once again, many are barred from entering higher education.

While the trend toward excellence in education is causing rigid enrollment requirements with the hope of forcing students to be better prepared for college, little is being done to improve learning. What is needed to reach excellence in education in community colleges is a new approach to learning, an approach that will help students to improve their attitudes toward education, learning, and studying; improve their self-images; improve their basic skills (reading, writing, etc.); and to enhance the learning process. This unique approach to learning is called ALPHA LEARNING and employs the techniques of self-hypnosis, imagery, and meditation to enhance the learning of basic skills and to improve attitudes toward education, learning, studying, and self.

Furthermore, Alpha Learning has implications for higher education. Lorain County Community College is currently testing the usefulness of Alpha Learning with Job Training Partnership Act students. This presentation explained Alpha Learning and reported on the results of the pilot study at Lorain County Community College.

Diann Schindler
Acting Director, Institutional Planning and Research
Lorain County Community College
Elyria, OH 44035

How One Two-Year College Has Infused New Life into a Forgotten Segment of Appalachia

Robert L. Wilson

Over the past several years, headlines in local papers have read like an obituary column. In Southern Ohio, *The Death of a River City* is a story told over and over in print. The copy alludes to a once-proud, once-thriving city. The small businessman is almost extinct. Chain stores and industries have pulled up roots in search of greener pastures.

As the activity in the business community dwindled, on the banks of the Ohio River sprouted a college that resulted from the merger of a small technical school and the Portsmouth branch of Ohio University. In the fall of 1978, when I arrived in town to accept a teaching position on the English faculty of this fledgling institution, I wondered what, if any, promise it held.

Since that time, the little college has become a burgeoning industry in the town that had little reason to hope, seven years ago. In fact, it is rapidly becoming the community's number one industry.

Shawnee State Community College has indeed been a boon to Southern Ohio. As other colleges and universities have experienced enrollment declines, S.S.C.C. has experienced growing pains. As a result, the campus has grown from its original five buildings to its present eight, with prospects for continued expansion. In an area that's been targeted "economically deprived," an exciting, expanding two-year college has brought people to town — professionals to staff the faculty and students to earn diplomas. What all this means, among other things, is that money is being spent locally. There are increased revenues for the maintenance and improvement of the Greater Portsmouth area. And local people are *coming back to*, not leaving, Portsmouth in search of opportunity. Name speakers and entertainers draw crowds to the campus. Workshops and conferences attract professional people from outside the area. Improving their quality of life brings residents within a radius of fifty miles to Portsmouth to attend classes daily.

As educational centers go, Portsmouth, Ohio is in a strategic location. One of the gateways to the South, it has major highways that pass through it and cross into Kentucky. In a basically rural area, with a rugged terrain, Portsmouth does not lend itself to urban expansion. Furthermore, colleges such as Morehead State University, Ohio University, the University of Cincinnati, Ohio State University, and Miami University are too far away for local residents to commute there daily. Many indications point to the likelihood of Portsmouth, Ohio becoming a center of education and culture.

For an area that has experienced both drought and decline in the post-riverboat era, the College may well be its salvation. Instead of a thriving river port, Portsmouth may well become a thriving center for technological and teacher training. Upriver from the port and across town from the rail yards, seeds of hope sprout against the backdrop of a city floodwall, along a part of historic Second Street in downtown Portsmouth. The old gives way to the new. Despair gives way to hope. And opportunity seems but a dream away.

Robert L. Wilson
Department of English
Shawnee State College
Portsmouth, OH 45662

Deportment Skills in the Two-Year Technical Curriculum

Melinda Ross-Harrington

As part of Ohio's two-year post-secondary educational system, we are all aware of the factors calling for changes in our curriculum including declining enrollments, rapid changes in technology and an increasing need for training upgrading of already employed workers in our service areas. We are also aware

of just how short a time two years can be in our commitment to providing all of the instruction necessary to properly prepare our students for the increasingly competitive job market.

As educators we must ask ourselves "What is essential to instruction?" Two factors play a particularly important role in how we answer this question.

1. Because of the ongoing "technology revolution," the importance of various areas of training tends to shift rapidly. Highly specialized training can sometimes become virtually obsolete in a matter of only a few years' time.
2. Looking at near-future workforce demands, there is a need for employees who, despite inevitable deficiencies in some areas of technical expertise, are able to relate to a career field in a professional manner with an expectation for change, growth, and ongoing learning.

One area in particular in which Hocking Technical College is focusing is that of deportment. In the mid-70s, in our efforts to develop competency-based curriculum, we focused initially on recognizable, easily observable technical skills as we developed our PACE (Personally Accelerated Career Education) program. This focus was vitally imporant to our ability to "shift gears" from traditional instruction as we moved toward competency-based, open-entry/open-exit curriculum. Instructional staff became familiar with the *process* of identifying competencies, writing objectives, developing performance-based tests and juggling open-entry schedules while focusing attention on hands on, observable technical skills.

Developing Systems to Support Open-Entry

Sixty-five courses were developed and the necessary systems to allow for any-day entry to each of these courses were established. The sometimes painful process of "violating" the sanctity of the classroom in order to evaluate and revise teaching practices has become an ongoing process that instructors initiate and encourage among themselves. The Dean of Technical Education has established a curriculum revision schedule that allows for instructional groups to meet and propose changes and upgrades to curriculum. Technical instructors have "sold" one another on the effectiveness of competency-based instruction and the efficiency of open-entry/open-exit scheduling flexibility. Systems are in place for any-day registration, the handling of grants and scholarships with off-quarter enrollment, grade reporting for open-exit students, and the payment of fees.

With the reward of a Title III grant in 1982, Hocking Technical College has expanded its curriculum development efforts to include what is now called the *ABLE* (Ability Based Learning Experience) program. The work begun in the PACE program laid a firm foundation for the acceptance and support of the *ABLE* program. In essence, the curriculum is being refined to yet a further stage of job-based development.

The Relationship Between Deportment and Technical Skills

The *ABLE* curriculum is based upon necessary technical skills *accompanied by* appropriate deportment behaviors. Students are now graded on areas of behavior that were previously either presumed or avoided during the instruction process. For example, in the area of nursing it is not only important that a student in a clinical setting take a blood sample properly, s/he must also attend to the patient's needs by being well-groomed and properly uniformed, making eye contact, explaining procedures clearly, and noting the patient's general physical and emotional well-being. In other words, one cannot be a good nurse without exhibiting proper technical skills *and* an acceptable bedside manner.

Based initially on DACUM panels conducted at Hocking Technical College by trained occupational analysts, advisory committee input, and close examination of appropriate role models, *ABLE* units of instruction are designed to assist students as they learn and practice all of the skills necessary to be successful employees and community members. The college Curriculum Specialist works individually and with small groups of instructors as they redesign their curriculum to include skills addressed by the DACUM panels and by advisory committee members.

During the developmental phase of the *ABLE* curriculum, it is unrealistic to assume that students will have all of the necessary communications and interpersonal skills needed to perform successfully on the job. Also, by presuming that "Those skills are taught by the General Studies Department," some technical instructors have unintentionally led their students to believe that deportment related skills are "not really *technical*" and, therefore, not necessary on the job. DACUM task analysis panels have consistently expressed the importance of deportment-related skills on the successful performance of the job.

Tasks that we at Hocking Technical College are defining as "deportment-related" are those that involve what may be commonly referred to as *attitude, tone, decisiveness, communication skills, and interpersonal skills*. Some examples from DACUM panels conducted at the college include:

— Earns respect of employees
— Uses and interprets subtleties of body language
— Maintains professional appearance (uniform, grooming)
— Remains calm and effective under pressure
— Leads by example
— Handles irate customers
— Refrains from gossip
— Is consistently courteous and patient
— Participates in local community activities
— Gives clear instructions, directions and orders to employees
— Understands and adheres to directives

For years, for example, teachers have verbally stressed the importance of punctuality and attendance. As experienced employees, teachers *know* the problems created through absenteeism and tardiness. It is not realistic, however, to assume that students understand all of the ramifications. Additionally, it is often presumed that classroom behavior can vary drastically from work life, but that students will somehow "automatically" acquire the deportment skills they need once they are faced with their first job. Obviously, there is no formal data to support this thesis. To the contrary, it was not unusual for our advisory committee members to report to us that our graduates possessed the highest quality technical skills but were lacking in motivation, or communication skills, or were unable to solve interpersonal problems with other employees.

Teaching and Testing on Deportment

In the *ABLE* program, students are familiarized with the deportment concepts that relate specifically to their technical field. The same skills that are applied by successful employees on the job are required of the students in their class/lab settings. Because a firm knowledge base is vital to the acquisition of any new skills, the students are provided with deportment requirements for the class, an explanation of how each deportment requirement applies in on-the-job situations, and a test of their familiarity with this material. An example from a criminalistics student information sheet follows.

Attendance and Tardiness

During the course of this unit, you will be required to attend classes regularly and promptly. Besides the loss of information and practice which results from absence and tardiness, absences create more work for the instructor, and tardiness is a discourtesy.

On the job, attendance and promptness may be taken into consideration for promotions. Furthermore, a criminal justice employee can be held in contempt of court or may jeopardize the outcome of a case if s/he is late to or absent from court. In addition, an officer can be suspended or discharged if the offense is critical enough. Even an absence as a result of an emergency may mean the rescheduling of a case, which results in additional court costs.

In addition, throughout the course of the unit of study, students are graded on the demonstration of the appropriate behaviors. In the case of the example cited above, attendance and tardiness records are kept and are weighted in the calculation of the students' final grades. The students are tested on the *information* relating to deportment at the beginning of a unit of study. This is to be sure that the "ground rules" are clearly understood relating to classroom and lab behavior and, more importantly, how these expected behaviors relate to the workplace.

In meeting with students to evaluate the *ABLE* materials, their response has been overwhelmingly positive. They expressed unsolicited appreciation for the chance to actually practice skills that they would be needing on the job. Of course, with this type of program, instructors must serve as responsible role models for the kinds of behaviors that will be expected of our students in the workplace.

Although still in the developmental stage, it is clear that the evaluation of deportment is an appropriate and effective means for preparing students for employment. Unlike apprenticeship relationships where one person can serve as a role model for one or two closely supervised trainees, the *ABLE* curriculum allows for larger groups of students to be exposed to, become familiar with, and practice the behavioral skills that will be so vital to their success and competitive edge in the job market.

Melinda Ross-Harrington
Curriculum Specialist
Title III Strengthening Developing Institutions Program
Hocking Technical College
Nelsonville, Ohio 45764

Library Skills Instruction Services in Junior and Community Colleges

John A. Kalmbach

History of Library Skills Movement

The idea of library instruction began to develop in the first half of the nineteenth century when librarians were generalists in education and acted as teachers by giving patrons instruction in the use of libraries. Up until the 1870's, the idea that librarians were educators or teachers was accepted.

As the trend to specialization and the development of vocational education programs began to compete with the more traditional liberal arts courses of study, the technical aspects of libraries began to be recognized. Examples of this new specialization were elective course programs, credit units, and courses in library instruction. Even during the period between 1876 and 1910, there was an undercurrent of interest in user education.

In the 1920's and 1930's, there were numerous attempts at establishing library instruction programs. The most innovative concept was the library-college movement developed by Louis Shores: The library was to be the center of the college and, at the same time, its classroom. Students were to pursue information on their own, using each other as peers in the teaching process. The library-college idea was based on independent study.

During the 1940's and 1950's, other attempts to institute library instruction programs were made. Not until 1960, however, did the concept of the library as the center of the learning process begin to evolve. Patricia Knapp at Monteith College in Wayne State University wanted students to develop both a sophisticated understanding of the library and increased competency in its use. Curricular sequences were developed which many library instruction programs incorporate today: locating call numbers and the corresponding books for particular courses; locating information on specific topics while keeping a log or diary of the steps followed; writing a bibliographical essay; locating references on a social, political, or artistic movement; locating information on one of several themes. Other assignments included an annotated bibliography on a particular topic, and an overview of the major sources (books and journal articles) that a nonspecialist could use.

The library assignments at Monteith College were very closely related to the academic classroom curriculum and to the teaching methods used by academic classroom faculty.

The Nature of the Junior and Community College Student

Since the early 1960's, two-year college students have been characterized as different from four-year college and university students. Four-year college students were assumed to engage in abstract intellectual and related academic exercises and to be equipped with the conceptual tools for advanced eduational, social and economic backgrounds. It was assumed that on the whole junior college students did not possess these abilities.

In actuality, both four-year and two-year institutions have students who fall into each of these characterizations. There are numerous studies confirming that community-junior college students compared to four-year college students score signficantly lower on all current measures of academic ability. O'Banion (*Teachers for Tomorrow*, 1973, p. 41) states "Compared to the general population, the academic skills of community-junior college students appear quite normal." Medsker (*The Junior College Student*, 1965, p. 21) identifies the types of students who traditionally enroll in community-junior colleges:

1. The lower achiever in high school who "discovers" college quite late.
2. The high school graduate of low ability who enters community-junior college because of social pressure or unemployment.
3. The intellectually capable but unmotivated, disinterested high school graduate who comes to a community-junior college to "look and explore."
4. The transfer from a four-year college who either failed or withdrew.
5. The high school dropout who comes from a minority group and a culturally disadvantaged background.

With such a diverse student population, one begins to wonder at the levels of library experience and skills in library use that these students bring to the first day of class.

Learning Resource Center Services to Developmental Students

Lombardi (*Community College Review*, Summer 1979, pp. 65-72) defines developmental education as that portion of the curriculum comprised of pre-transfer, handicapped, remedial and adult basic education (ABE) courses. Although developmental education is often used synonomously with the term remedial, the current trend is to define it in broader terms than just courses and programs for the academically disadvantaged students. Lombardi predicts that developmental education will grow to comprise fifty percent of college enrollments within the next decade.

There is a good deal of evidence that the community-college learning resource center has a great deal to offer to developmental education students. Breivick (*Community College Frontiers*, Winter 1977, pp. 46-51), for example, reported on a study at Brooklyn College developmental English students receiving course-related library instruction. Those students receiving the library instruction made the greatest gain in terms of ability to produce a paper.

Numerous authors have attempted to address the relationship between college support services and student retention. In fact, one study attempts to tie attrition rates directly to library use. The study, by Lloyd and Martha Kramer (*College and Research Libraries*, July 1968, pp. 310-312), concluded that freshman use of the library is correlated to student retention.

One report (*Adkins, Lacuny Journal*, Winter 1972, pp. 3-7) claimed that any initial difficulties faced by potential developmental students will increase their negative self-image. The possession of inadequate library skills is considered a potential first step in the dropout process, for these skills are necessary to prepare for any college written assignments.

The Challenge for the Learning Resource Center

There are any number of variables that can affect a student's decision to persist or withdraw from college — personal, economic, and institutional to name a few. Historically, we know the existence of a low level of library services to two-year college students, particularly developmental students.

A DePauw University (Hardesty and Wright, *Journal of Academic Librarianship*, Sept. 1982, pp. 216-220) study gives us something to think about. The study of the library skills and attitudes of forty-three high school students enrolled in a college preparatory program provides evidence that formal library use instruction programs can have positive results, regardless of initial level of a student's academic potential. The point to ponder is that exposure to library instruction use had more influence on the acquisition of library skills than did academic achievement or scholastic aptitude. This is most intriguing since high school rank and achievement have been found to be good predictors of academic achievement in college.

And this is the challenge to the Learning Resource Center. If formal library use instruction can have positive results in the acquisition of library skills regardless of a student's academic potential, then consider the positive impact the acquisition of the skills can have on the curriculum, student retention, and positive self-esteem of students — to name just a few.

John A. Kalmbach
Director of the Learning Resource Center
The University of Toledo
Toledo, OH 43606

PLUS ONE

Adult Learning and Individual Differences: Keys to More Effective Staff Development

John C. Daresh

With the drive for "educational excellence" has come a renewed emphasis upon faculty development and adult learning. John Daresh addresses both of these concerns in a very meaningful and useful way in "Adult Learning and Individual Differences: Keys to More Effective Staff Development," Contemporary Education, *Volume 56, Number 4, Summer 1985. Permission has been granted to reprint his article in full.*

There is good reason to believe that one of the more critical responsibilities of the principal in the foreseeable future will be providing leadership in the area of staff development. As the average age of the teaching staff increases in most schools, it becomes more and more important that effective strategies be devised to ensure that the talents of the people who work in schools be maintained at a consistently high level over time. As instructional leader, the principal must become involved in the staff development process on an ongoing basis. Unfortunately, leading staff development activities has not been a traditional role responsibility for building principals. Consequently, there is a fair amount of work to be done with regard to increasing administrative skills in this area.

A problem exists at present in that staff development is such an obviously important issue that it nearly has become a "buzz" expression for the 1980s, and with that status, all sorts of schemes are starting to appear on the market with the promise of increasing staff development effectiveness overnight. After listening to many teachers voice their frustrations regarding the quality of staff development activities, I find that "good" activities, as perceived by classroom teachers, appear to have two basic ingredients:

1. "Good" staff development activities are those that take into account the fact that adults have specilized learning needs.
2. "Good" staff development activities reflect an understanding of the need to address individual differences among learners.

Let us look at each of these two ingredients in detail to determine some of the things that the principal should take into account when working with his or her staff in planning and conducting staff development activities.

Characteristics of Adult Learning

There has always been a strong intuitive sense that adult learners have different learning characteristics than do children. Malcolm Knowles (*The Modern Practice of Adult Education*, 1970) is viewed as a major contributor to this field of adult education. Knowles, for example, is generally credited as the initiator of the word *andragogy* (i.e., the art and science of teaching adults) to serve as distinct from *pedagogy* (i.e., the art and science of teaching children). More important than the distinction in terms, however, is the fact that Knowles' work has served to spark interest by additional authors in the area of adult learning. For example, Wood and Thompson (*Educational Leadership*, pp. 374-378, 1980) recently reviewed some of the more important aspects of adult learning as they relate to effective staff development.

1. Adults will learn when the goals and objectives of the learning activity are considered realistic and important to the issue at hand.
2. Adults will learn, retain, and use what they perceive is relevant to their personal and professional needs.
3. Adults need to see the results of their efforts and have accurate feedback about progress toward their goals.
4. Adult learning is ego-involved.
5. Adults come to any learning experience with a wide range of previous experiences, knowledge, and skills.
6. Adults want to be the origins of their own learning — involved in the selection of objectives, content, activities, and so forth.
7. Adults will resist any learning experience which they believe is an attack on their competence.
8. Adults reject prescriptions by others for their learning.
9. Adult motivation is produced by the learner, and not from any external source. (p. 376)

These characteristics of adult learning are, in turn, based on four crucial assumptions made by Knowles (1970) in his description of andragogy:

1. As a person matures, his or her self-concept moves from one of being a dependent personality toward one of being a self-directing human being.
2. The mature person accumulates a growing reservoir of experience that becomes an increasing resource for learning.
3. The readiness of the mature person to learn becomes oriented increasingly to the developmental tasks of his or her social roles.
4. The time perspective of the mature person changes from one of postponed application of knowledge to immediacy of application, and accordingly his or her orientation toward learning shifts from one of subject-centeredness to one of problem-centeredness. (p. 39)

Taken together, these assumptions and characteristics of adult learning should provide the designers and leaders of staff development experiences some important insights into the ways in which professional learning and development activities should be planned and carried out. For example, the fact that adults tend to place great importance on the extent to which a learning experience addresses immediate problems suggests to the principal that activities should be directed at least toward potentially answering the perennial question of practitioners, "What do I do on Monday morning?" Carefully prepared presentations on the latest findings from research on teacher behavior and school effectiveness can be exercises in futility unless there is a clear statement of the staff about how these findings relate to what needs to be done in their school. There is, of course, a danger in trying to narrow the focus of staff development too directly at immediate issues in a school. The result of such a practice might, in fact, violate another of the characteristics listed earlier, i.e. that adults reject prescriptions — "quick fixes" — to complex problems. In this regard, those planning staff development need to be attentive to what the real problems in a school are and avoid the temptation of providing band-aid response to current and serious problems.

The field of andragogy also provides clues regarding the special characteristics of self-concept needs by adults. A frequent complaint by teachers is that staff development experiences are threatening — they make participants feel like fools. The implication here is that as people become more mature, they become increasingly self-conscious and abhor any situation where they might experience failure (and perhaps ridicule) in front of others. Therefore, staff development activities must avoid putting teachers in situations were their performance might be compared publicly with co-workers. This might lead one to question the wisdom of using activities which require people to perform in front of others as a way to demonstrate particular techniques, at least in cases where people have not clearly volunteered to do so.

Finally, the literature in the area of adult learning clearly shows that as people mature, they accumulate additional learning experiences, and those who teach adults must be aware of this richness of previous learning. Nothing is more frustrating to teachers than activities designed in a way that implies that everyone must always go back "to square one." Practices which do this not only ignore an important characteristic of adult learning, but also violate the second important ingredient of effective staff development, taking into account individual differences among learners.

Individual Differences

It is paradoxical to note that, despite the fact that educators constantly affirm the belief that individual differences exist among learners, they seem to forget this principle when they plan or implement staff development activities. Thinking again about the litanies of "bad" staff development practices described by teachers, a recurring message is that people do not like to be treated as a herd of sheep — a sort of amorphic blob known as "the staff." A common complaint is that it is often forgotten that, within "the staff," there exist many different classifications of needs and interest. I remember several years ago how amazed I was when, as a first-year teacher, I saw that the more experienced teachers were not as fascinated as I was at an inservice session where the topic was basic classroom management skills. I recall, also, how bored I was a few years later when, as a more experienced teacher, I was asked to sit through a similar session dealing with issues related to the needs of first- or second-year teachers. Time and again practitioners report that staff development and in-service sessions are a waste of time, generally because experiences such as the ones I have described in my own case are not unique.

Fortunately, a considerable amount of information is now coming from the research community concerning differences among teachers. This information has much to offer the planners of staff development. For example, a classification scheme suggested by Unruh and Turner (*Supervision for Change and Innovation*, 1970) provides four categories which describe stages of professional growth found within most school staffs. These categories might be useful to the principal looking for broad groupings of teachers interested in different activities:

1. The Preservice Period (Within the school, this period is represented by student teachers and interns. While this is not a period with great implications for staff development, general interest in this area should be high because much of what happens in in-service education is a supplement to college training).
2. The Initial Training Period (Teachers in this period generally have one to five years of experience, although time is not precisely fixed. Teachers in this period often have "beginner" problems such as discipline, routine organizational and administrative chores, and general class planning and curriculum development. The principal aware of the unique concerns of staff in this period might direct activities designed to address these problems alone for individuals in this category).
3. The Building Security Period (This time has indeterminate beginning and end points, although teachers with five to fifteen years of service would probably be found in this category. Staff members in this classification might be most

interested in increasing personal knowledge and personal skill. The principal needs to make certain that experiences are appropriately designed to promote the growth of individuals in this category).

4. The Maturing Period (Frequently, this category has been referred to as the "master teacher" classification. Again, it is not possible to state precisely the number of years of experience which qualify one for membership in this category, due to the fact that length of service is not always equivalent to depth of professional expertise. The principal would do well to tap into the knowledge and skills of these individuals as additional resources in promoting professional growth activities). (pp. 96-100)

These stages of professional growth, although somewhat helpful for suggesting differentiated patterns for staff development, are a bit limited because, at present, the vast majority of teachers in most schools can be classified as belonging to the "Building Security" period. A finer cut of the individual or staff needs should be made to assist in devising more effective staff development strategies.

Perhaps the most promising work in this regard within the past few years has been that of Gene Hall and his associates at the Texas R & D Center for Teacher Education (Hall & Loucks, *Teachers College Record*, Summer 1978). Building on earlier work related to concerns of teachers by Frances Fuller (1969), Hall and his colleagues have suggested that, apart from other categorizations of teacher, an important way to differentiate needs of staff members is according to their levels of concern about a particular educational practice. Hall indicated that, depending on the specific issue or practice, teachers might be classified as fitting into any one of the following "stages of concern":

6 REFOCUSING (The teacher believes he or she has some ideas about making good practices even better).
5 COLLABORATION (The teacher is interested in combining his or her good ideas with the ideas of co-workers).
4 CONSEQUENCE (The most consuming issue in the mind of the teacher is the extent to which there will be a positive impact on student learning).
3 MANAGEMENT (The teacher is concerned with getting materials ready for instruction).
2 PERSONAL (The teacher is most interested in what personal affect a school practice will have on him or her).
1 INFORMATIONAL (The major goal of the teacher is to find out basic information about a practice).
0 AWARENESS (The teacher is not interested in a particular issue or practice). (p. 41)

An important thing to be realized with regard to this arrangement is that this is never meant to be used in an evaluative sense. In other words, it must be assumed that, at any given time, the staff of a school may be distributed across all seven levels of concern, depending on the issue at hand. A teacher is not better than his or her coworkers simply because he or she is at the "Refocusing" level; conversely, a teacher may legitimately be in the "Awareness" level from time to time. In fact such shifting from one level to another depending on the issue may be an indicator of a rather healthy organizational environment where staff members feel as if they may act in an honest and open fashion.

The implications of this work for staff development activities should be fairly obvious. For one thing, from the point of view of the principal, it makes it clear that it is highly likely that not every staff member will be as interested in a topic as others, and this is *not* necessarily an evaluation of the school's total staff development plan. A second implication is that the design of any staff development activity must carry with it enough flexibility so that staff members can approach an issue according to their own levels of concern, without feeling any anxiety or threat if they are not interested in something at a particular time.

Hall and Loucks summarize what they feel are the most crucial lessons to be learned in the area of staff development, according to the levels of concerns categories:

1. The staff development leader must attend to the teachers' concerns as well as to the content to be covered.
2. It is all right to have personal feelings.
3. Change cannot be accomplished overnight.
4. Teachers' concerns might not be the same as those of the staff developers.
5. Within any group there is a variety of concerns. (pp. 52-53)

Summary

In this article, two concepts — adult learning characteristics and differentiation of staff needs — were presented as factors that may serve as the basis for designing more effective staff development activities in schools. It was noted that, with regard to adult learning characteristics, there has not been a sufficient amount of attention paid to the principles described in the emerging field of andragogy by those responsible for designing and implementing staff development experiences. Second, it was observed that a key to increasing the perceived relevance of staff development might be to look at school staffs being comprised of individual teachers, each with somewhat different needs, interest, experiences, and concerns.

While it may be tempting to suggest that adding these two ingredients will be sufficient for improving all staff development activities, to do so would violate one of the principles listed earlier — avoid "quick fix" solutions to complex problems. The comments of many teachers today reflect even deeper issues and problems regarding staff development. Looking at the needs of adult learners and designing staff development that addresses differences among staff members seem to address the two largest clusters of individual "gripes." However, now that we have more research data to apply, the mention of staff development can conjure up images of good experiences for the teachers in our schools.

John C. Daresh
Assistant Professor of Educational Administration
The Ohio State University
Columbus, OH 43210

PRACTICUM

Your Place: Addressing the Educational Needs of the Displaced Homemaker

George H. Van Allen
Nancy Wolford

The Journal's "Practicum" section presents things tried in other Ohio two-year colleges. George H. Van Allen and Nancy Wolford of Southern State Community College share an extremely successful and novel program with us in "Your Place," dealing with the displaced homemaker.

Introduction

"YOUR PLACE" is a program for displaced homemakers. The program, which enjoys much success, is housed in a community college in South-Central Ohio. The success of the program can be attributed to adequate funding, a clear mission, and a supportive environment. The passages below describe these attributes, the program participants, and the resulting outcomes.

YOUR PLACE, a program at Southern State Community College, serves, displaced homemakers and economically disadvantaged women from a five-county rural setting within the Appalachian foothills. YOUR PLACE is one of eighteen displaced homemaker programs funded through the Ohio Vocational Education Home Economics unit and one of four funded through the Ohio Board of Regents. The Job Training Partnership Act from two service delivery areas provides funding for expenses incurred by the participants. These sources supply monies for tuition and travel, advertising, a career resource library, academic and vocational assessment, scholarships for additional education, and work experience training subsidies for hiring displaced homemakers.

Prospects for continued funding are good. State and federal funding sources have recognized the need to increase their identification of displaced homemakers as a target group due to the increased poverty of female single heads of households. In 1982, women headed approximately fifty percent of all families below the poverty threshold and thirty-six percent of all female-headed families with no husband present were at the poverty level. "All other things being equal, if the proportion of the poor who are in female-headed families were to increase at the same rate as it did from 1967-1977, it would comprise 100% of the poverty population by about the year 2000" (Gregory and Kaplan, "The Feminization of Poverty: An Update," 1983, p. 2).

Program Mission

The goal of the YOUR PLACE program is to assist displaced homemakers in becoming self-supporting. The four major objectives to that end are to raise the self-esteem of the participants, to assist them in becoming fully prepared to enter the labor force, to explore career and educational opportunities (traditional as well as non-traditional), and to teach participants how to obtain and maintain employment.

These objectives are pursued in a five-week, 120 hour program of classroom instruction and individualized activity. Classroom instruction is based on the *Vocational Home Education Resource Guide for Displaced Homemaker Programs* guide. The major areas of concentration are outlined in *The Job Club Workbook*, the classroom text. The text dedicates chapters to "Personal Issues," "Survival," "How to get Hired," and "On the Job." "Personal Issues" is an overview of positive attitude, values, stress, self-confidence, communication, and decision making. This portion of the text is presented first and is vitally important in triggering interaction with the instructor and fellow participants. Students practice identifying their positive characteristics, speaking in class, and reassessing their beliefs and values within a very positive, informal environment. This may include re-evaluation of their roles, dealing with feelings of guilt and anger, and promoting self-esteem. The rationale for giving "Personal Issues" priority in programming rests on the principle that participants must overcome their emotional barriers to employment before they can realistically deal with the obvious financial, experiential, and educational ones.

The second major area is "Survival" in which students identify community resources, and study money management, job needs, budgeting, insurance, and legal rights. Participants determine how much money they are presently surviving on and the minimum wage for which they could go to work. They must identify alternative arrangements for child care and transportation, and explore how they will meet home and family responsibilities while maintaining full-time employment.

"How to Get Hired" is the largest segment of the classroom instruction — consuming two and a half weeks of the five-week period and focusing on developing a plan of action, identifying skills, using skills, finding the job, completing application forms, writing cover letters, developing a resume, and interviewing. Within this time, participants work closely with project staff to master each task. Individualized attention assures that participants receive an interview and are prepared to effectively present themselves.

"On the Job" covers working with others. In this section participants identify employer expectations, getting along with co-workers, and the necessity of building a good work record.

While the workbook activities encompass the largest portion of classroom time, guest speakers and films are used also. Guest speakers include lawyers, personnel directors, a former participant who is now working, the college financial aid coordinator and a representative from the Small Business Management program. "She's Nobody's Baby," a film on the history of women and work, and "What You Are Is," a film addressing group values, are shown to every class.

Classroom instruction accounts for eighty hours of the 120 hour program with participants spending an additional forty hours in individual activities. During their activity time, participants visit agencies in their community such as Mental Health, Department of Human Services, and Job Service offices. Group tours are arranged at the community college, vocational school, and local industries. When appropriate, individuals work in the Adult Basic Education Center solving legal problems, arranging for child care and transportation, and improving personal appearance.

In addition to classroom and individual activity time, students complete an academic and skill evaluation project at the college assessment center, acquaint themselves with the career resource library. They are likewise encouraged to become familiar with and take advantage of the resources of the community college.

Program Participants

Program participants must be displaced homemakers. Initially, a displaced homemaker was a former homemaker who must now find employment because of the death or disability of the spouse, divorce, or separation. Because of the addition of new funding sources, the definition has been expanded to accommodate single parents, homemakers whose spouses have no income due to long term unemployment, and those who are "economically disadvantaged." The latter category attempts to reach women adversely affected by the economics of rural society. A primary group in the Appalachian foothills consists of the wives of farmers.

Though "displaced homemakers" is a non-sexist term, and the program is open, 100% of the participants have been female. During the 1983-84 academic year 105 women enrolled in YOUR PLACE; in 1984-85, 106 registered. Of this group, ninety-six percent were white. Twenty-nine percent of the participants were 19-29 years of age, sixty-six percent were 30-49 years of age, and ten percent were 50 years of age or older. Twenty-six percent of the participants had incomes of $150 per month or less; fifty-six percent had incomes ranging from $200-$499 per month; eighteen percent had incomes of $500 or more per month. Educational levels of the group had a wide variation: Forty percent had less than a high school diploma; fifty percent had high school diplomas or GED's; and eighteen percent had some college, business or technical training. Divorced and separated persons constituted the largest population of classroom participants: Sixty-two percent fell in that category. Twenty-six percent had disabled or unemployed spouses; eight percent were widowed; and four percent were single parents. While fifty-seven percent of the women were divorced or separated, only five percent received alimony. Though seventy-two percent of the participants had children of school age or younger, only ten percent were receiving child support. Accordingly, the majority were found to be relying on external assistance. Data show thirty-seven percent were on Public Assistance; ten percent were on Social Security; three percent received unemployment; forty-one percent received food stamps; and eleven percent had incomes from some other source. The total (118%) witnesses the fact that some participants had incomes from more than one source.

Program Structure

Southern State Community College was purposely selected to house YOUR PLACE. A community college was chosen because these institutions have strong orientation toward skill training and are philosophically attuned to recruiting activities associated with outreach programs. Likewise, the community college continually deals with low income, upwardly mobile groups. Thus, essential facilities, attitudes, and programs were in place. Program participants take advantage of the college's testing programs, counseling center, skill assessment program, and the adult basic education and general education development programs. Over the years, the compatible relationship has proven to be mutually beneficial and has made for an excellent learning environment for the participants and a setting supportive of employment. That environment has contributed to the program's success.

Though YOUR PLACE is closely associated with the college, the program is self-contained. Accountability for the program rests with the director who is assisted by an instructor/job developer, and a secretary. The staff is responsible for outreach activities, eligibility determination, classroom instruction, supervision of individual activity time, scholarship and work experience training subsidies, program development, employer contacts, agency contacts, the career resource library, grant writing, and annual state reports.

YOUR PLACE operates at a multicampus institution and offers classes at all of its locations. Classes are offered Monday through Thursday, 9 a.m. to 3:30 p.m., to decrease child-care assistance needed by participants and at the same time simulate working hours. If for some reason they cannot attend classes, participants are required to contact the YOUR PLACE office. Since participants receive six hours of college credit in psychology for the class, attendance is an important part of determining satisfactory completion of the program.

The program would not be successful without the support and cooperation of the college, community agencies, businesses, and industries. YOUR PLACE participants are "college students" and receive assistance and support from other college programs. Students are required to tour the facility, encouraged to attend appropriate classes, complete an evaluation process, and work with the financial aid coordinator and other personnel in planning their futures. The college has also acted as an employer, hiring three participants into full-time positions.

The YOUR PLACE program also works in conjunction with local businesses and industries. Employers welcome serious job applicants. Many contact the YOUR PLACE office when seeking persons with specific qualifications. Though all employers qualify for Work Experience Training Subsidies, few take advantage of available funds. The subsidy allows the employer to be reimbursed for the displaced homemaker's salary for the first four weeks of permanent work. YOUR PLACE also sponsors, at no charge, a "WHO ARE YOU HIRING" workshop for personnel directors and business-persons responsible for hiring. The workshop is conducted annually and has been well received.

Results

The success of the program has been determined by output measurement, comments from an external evaluation unit, normative evaluation, and its strong linkages with the college, public agencies, and business and industry. The nature of the linkages has been noted in various joint ventures and endorsements. In a report written for the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, the college was "commended for the outstanding program that is available for the displaced homemakers" (1984, p. 22).

Normative data and output measurement have been used to guage the performance of YOUR PLACE. According to the State Coordinator for Vocational Education Displaced Homemaker Programs, YOUR PLACE has the highest placement rate for participants in Ohio. Output measurement shows that out of 211 participants, forty-five percent obtained employment; thirty-eight percent entered skill training or college; five percent relocated; and twelve percent remained unemployed.

Other results may not be as positive but do provide additional challenges to the program. YOUR PLACE faces the resistence of males in a rural environment — hesitating to be identified as displaced homemakers. Minority participation (four percent) needs to be increased to mirror the relative population. Black families have a proportionately greater representation in the target population. Lastly, the program must make training subsidies more attractive to potential employers or redirect those funds to other needs of the displaced homemaker. One possibility is to increase the rate of those entering college. That strategy may serve to move a greater proportion of participants toward mid-management and upper level positions. In doing so, the program would circumvent the emphasis upon entry level positions which often afford no upward mobility.

Conclusion

Because of adequate funding, a conducive work and learning environment, and linkage with business/industry and government agencies, YOUR PLACE is achieving the program's objectives. A successful program generates its own momentum. The college benefits from its association with the program. Sponsoring agencies can use the program as a model and justify continued funding, and business/industry and educational institutions can look to the program as a source for motivated students and workers.

George H. Van Allen
Dean and Chief Academic Officer
Southern State Community College
Hillsboro, OH 45133

Nancy Wolford
Program Director
Southern State Community College
Hillsboro, OH 45133

FORUM

ISSUE: To What Extent Should Computers Be Used in Teaching Writing?

With the advent of personal computers, the teaching methods of many subjects have been challenged. In one such subject area, writing, teachers are debating whether the use of computers is a plus or a minus. David Humphreys, Cuyahoga Community College urges their application; Roy Bentley, Hocking Technical College, cautions restraint.

Who Dares Cry Hold?

David Humphreys

One look at the program for any conference of English teachers will prove it. The computer has arrived — right smack in the middle of the composition classroom. Colleague follows colleague to the dais to present yet another invention program, drill and practice set, grammar test, or spelling check. Soon, it seems, the entire English curriculum will stare back at us from a stack of microchips. How can we possibly embrace them all? The answer is simple: Give students every opportunity to use the word processor for writing but choose sparingly among the remaining programs for support.

By far the most exciting application of computer technology to the teaching of English has been the development of word-processing software. More and more schools now ask students to write compositions using *Bank Street Writer, PC-Write,* or *Magic Slate.* As never before, students are learning that writing is a multi-step process. The concept of revision that we've been teaching for years now becomes real for the students. The ease of revising on a word processor removes the penalty for changes and frees the student to experiment, to play "what-if games" with the language. As the students discover new variables through experimentation, they learn powerful new ways to control them using the unique features of the word processor to manipulate text or isolate features of their language.

Also on the market now are a variety of programs — invention routines, outliners, grammar and spelling checks, usage analyzers — designed to support the word processor. Some second generation word processors like *The HBJ Writer* have combined several such features with a word processor all in one package. Unfortunately, some teachers worry that these programs do too much for the students, fearing that the students "will never learn to spell." What they don't realize is that while these packages have become more sophisticated, they have not taken away from the student the responsibility for making decisions. At this point, no machine can understand context; therefore, no software can automatically make decisions for the students. Such programs are not perfect, of course, but when they are used to point out places where students need to make decisions, they permit greater control of the variables in student writing.

Certainly the most prolific genre of software includes the flashier, graphics-rich programs that offer to teach nearly every aspect of grammar, mechanics, and organization through drill and practice. The pedagogy for these programs, however, seems about the same as that for the familiar old progammed textbooks, which cost a lot less and can be taken home for study. They train students to do exercises very well, but they don't seem to teach them to write much better because they control completely the variables facing the student. Despite their great numbers, these kinds of programs are perhaps best left in the writing lab as an adjunct to classroom activities.

The vast majority of the programs that the software companies offer us, then, must be examined carefully to assure that they help the student learn the writing process. Word processing, however, seems destined to become a permanent resident of the English classroom. As the hardware becomes more available to us, we should not be afraid to encourage our students to do all of their writing on the machines. What the students will learn about the process of writing can always be carried over to any writing they will do with pen or typewriter. If the students thoroughly learn the process of writing and understand the need to take control of their own decision making, the result can only be stronger, clearer writing.

David Humphreys
English Professor
Cuyahoga Community College, East
Warrensville Twp., OH 44124

Something Human

Roy Bentley

Technical Sergeant Robert O. Osborne, my surly supervisor during my tour of duty at Chanute Air Force Base in Rantoul, Illinois, had one eye that looked at you and one that looked away. Both worked perfectly, so you never knew which to address. The sudden turning of the one odd eye made talking to Oz unsettling, even those rare instances in which he smiled. In trying to come to terms with the question of using computers in the teaching of writing, I feel like

I'm facing that familiar moment of either-way-you-lose.

Writing and the teaching of writing are difficult, satisfying human acts. In order to lure students into participating, into working at something as mercurious as constructing and revising sentences and whole paragraphs, I find I must disguise the difficulty until the initial satisfaction "rush" has set in, until the brain and biochemistry have begun firing endorphines as reward and reinforcement, which several PBS specials have assured me must and will take place if the activity is a difficult one and if the labor is over an extended period of time. This in mind, I resist the use of computers in the teaching of writing for the reason that they are designed to *reduce* labor, to undercut the difficult, sustained and necessary repetition inherent in the trial and error of both rewriting and idea formation, steps essential to success in composition.

My reluctance to embrace yet another gadget is rooted in a fear of dependence on one more device like the telephone. If the telephone is responsible for the demise of letter writing, what may be the consequence of adopting the computer without reservation, without the "going slow"-so absent in all our technological haste? How will the computer help or hold out alternatives? How will it adjust attitudes about writing? (Here, I am thinking about the availability of programs to punctuate and spell *for* the user: How is this stressing to the student the importance of sustained effort on his or her own?) In my classroom, I want a healthy respect for human possibility and the deep and abiding rewards of human accomplishment. I want my students to remember the quirky human being who stood beside them, over them and with them — one eye on the person, one on the page. I say go slow.

Roy Bentley
Instructor
Hocking Technical College
Nelsonville, OH 45764

REACTION

Professional Associations: Dilemma or Opportunity?

James L. McLaughlin

The Journal *encourages letters and articles in response to its contents, policies and OATYC activities. The following response is, in part, a reaction to OATYC policies regarding other two-year college professional organizations.*

During a recent visit to our campus, Bernie Luskin, executive Vice President of the American Association of Community and Junior Colleges (AACJC), commented on the tremendous growth of professional associations during the past several years. He noted that there are currently over 3,000 such associations housed in the Washington D.C. area alone! Add to that the countless other associations serving regional and local interests, it is clear to see that such institutions comprise a formidable source of power and influence.

The mission, goals, activities and benefits of associations vary according to constituency and level of membership support. The larger, well-established associations operate sophisticated legislative lobbying efforts, mount high visibility public relations campaigns and provide regular membership communications and services. While smaller, less organized, and less well-endowed associations are not always able to sustain the level of activity or member services of their larger bretheren, they can, and do, muster prompt and effective local lobbying power and often serve as a medium for face to face interaction that leads to effective communication and cooperation between like minded professionals.

Today's community college educator can ill-afford to ignore the enormous opportunity potential, both professionally and personally, that is afforded through affiliation with professional associations. However, instructors and first level administrators face a considerable dilemma in deciding which affiliations provide the best returns on time and dollar resources invested. To further complicate the issue, the educational horizon is clouded with a veritable alphabet soup of organizations, associations and consortia — all claiming to provide unique solutions, plentiful benefits, and common viewpoints.

Our colleagues in elementary and secondary education face a similar alphabet of association acronyms, but they have also been well served by several strong associations offering a unified organizational structure from national to state and local levels. Organizations such as the National Education Association (NEA) and the American Federation of Teachers (AFT) are recognized leaders in providing a strong lobby, an articulated platform and many other valuable membership services. Although each of these associations claim to serve an expanding post-secondary constituency, no one would deny their efforts are primarily directed at the K-12 arena.

The American Vocational Association (AVA), while offering the strength of a large, unified national organization, restricts its focus to vocational and technical arenas which include occupational programs and services typically found in community and technical colleges. Through an arrangement of specialized divisions such as Technical Education, Administration, Guidance, Employment and Training, and others, this association tries to unify diverse interests of adminstrators, counselors and subject matter specialists at state, regional and national levels. Again, however, most members would candidly admit a predilection to secondary programs.

Where then does this leave the community college educator? Aside from traditional subject centered associations, it is not clear which associations best serve the individual and collective interest of the two-year college professional. Even worse, some of the smaller state, regional and national associations which attempt to serve this constituency do not cooperate with each other in meeting, communicating and taking mutually supportive positions. This is a fatal mistake for small associations which cannot afford a salaried, professional staff to carry out protracted lobbying efforts while still providing member communciations and service.

As concerned professionals, we must realize that our time and money resources are too valuable to allow our professional associations not to act in unison — or at least harmony. As active, individual members, we must continuously monitor the responsiveness of our own associations to other organizations sharing like purposes. We cannot afford to lose a strong, consolidated position through simple oversight or petty jealously.

An immediate concern we must be aware of is that such factionalism and lack of coordination has been developing here in this state over the past several

years. The case in point involves this organization, the Ohio Association of Two-Year Colleges (OATYC), and other associations such as the Ohio Technical and Community College Association (OTCCA), Ohio Vocational Association (OVA), the American Technical Education Association (ATEA) and other organizations promoting two-year college programs. How often have these groups met together on common ground to explore ways of providing mutual support and cooperation? In some ways these groups even prevent a mutuality of concern. A good example of this is the scheduling of regional/state meetings. For the past few years, (1985 included) the OATYC state meeting and the ATEA regional meeting have been conveniently (or covertly) scheduled to be at the same time in different locations. It is no wonder that some critics point to an over representation of general educators in the OATYC — all the "techies" are meeting at ATEA! Does it not make more sense to coordinate our efforts and perhaps serve both groups simultaneously. At least, a formal affiliation or recognition of like-minded regional (e.g. ATEA) and national (e.g. AACJC) associations might provide a stronger, more articulate voice for community college concerns.

The point here is not to destroy valid distinctions between separate but similar associations, but rather to recognize that there are definite gaps in our communications and coordination. As professional members, we must apprise our local leaderships that we will no longer tolerate a vacuum of coordination in developing positive working relationships among the associations that promote the viability of our programs.

James L. McLaughlin
Chairman
Division of Business and Public
Service Technologies
Central Ohio Technical College
Newark, OH 43055

An Apology

The Spring 1985 edition of the JOURNAL carried a forum article, "Personalize the College Experience," as authored solely by Jim Russell, Dean of Student and Community Services, Central Ohio Technical College. We of the editorial staff regret this error and apologize to Rae Chaney, Coordinator of Financial Aid, Central Ohio Technical College, who co-authored the article. Sorry, Rae.

INFORMATION FOR PROSPECTIVE CONTRIBUTORS

The *Journal* encourages submission of material for any of its sections by faculty, staff, administrators and/or trustees of any of Ohio's community, general and technical, junior, regional and technical campuses. The *Journal* is particularly receptive to articles of general profession importance in the areas of administration, instruction, and baccalaureate or technical studies for two-year institutions.

There are forty-four solicitors of editoral material listed here. Contact your campus solicitor or one nearest you to inquire about submitting a specific manuscript.

Manuscripts must be typed, double-spaced and of approximately 1,000-3,000 words in length. All submissions must be accompanied by a stamped, self-addressed envelope for return. Art work must be black and white. Photos glossy; tables and drawings on 8½ by 11 paper. The name and address of the contributor should be on the back of all art copy.

Editorial Policy

The *Journal* is not responsible for manuscripts or materials lost in mailing nor is it responsible for returning items not accompanied by a stamped, self-addressed envelope.

The *Journal* reserves the right to edit manuscripts to meet its needs and objectives. Where major revisions are necessary, every effort will be made to clear the changes with the author.

Submission deadline for the next *Journal* is February 1, 1986.

Hitchens Corporation
Division of Engineering and Surveying

367 South 30th, Suite D
Heath, Ohio 43055
(614) 522-8417

HAROLD W. HITCHENS, JR.

HAROLD W. HITCHENS, SR.

JOIN oatyc

You are one of 2000 postsecondary educators who have received the Fall 1985 issue of the OATYC *Journal*. The OATYC officers have decided to make this issue available to non-members, as well as members, and to extend to you an invitation of membership in OATYC.

1985-86
OATYC Application for Membership

_____ PLAN A: I am enclosing $15.00 for regular membership dues.
_____ PLAN B: I am enclosing $35.00 for membership dues and $300,000 classroom liability insurance, three-year coverage.
_____ PLAN C: I am enclosing $45.00 for membership dues and $300,000 classroom and laboratory risk liability insurance, three-year coverage.

Please Print

Name _____
(Last) (First) (M.I.)

Title/Speciality _____

Two-Year Campus _____

College Address _____

City, State, Zip _____

Please mail this application and your check (payable to the Ohio Association of Two-Year Colleges) to: David Conrath, Washington Technical College, Rt. 2, State Route 676, Marietta, OH 45750.

When it comes to printing . . .
we have all the right ingredients

- layout and design
- typesetting
- photography
- full color printing
- complete bindery service

Printing Arts Press
CREATING GOOD IMPRESSIONS IN PRINTING
8028 NEWARK ROAD • P.O. BOX 431
MOUNT VERNON, OHIO 43050
(614) 397-6106

The Jerry McClain Co., Inc.

Custom homes, Northern Products log homes, residential remodeling, light commercial construction and residential and commercial condominiums.

Design-Quality-Service

1506 West Church Street
Newark, Ohio 43055

(614) 344-9481

McClain Oil Co.

Oil and gas exploration and production with the traditional McClain emphasis on efficiency, quality and service.

1506 West Church Street
Newark, Ohio 43055

(614) 344-3773

A Special Invitation to you:

OATYC FALL CONFERENCE

November 7-8, 1985

"Coping Creatively with Change"

Clark Technical College
Springfield, Ohio

Thursday Registration	2:00-5:00	College
	5:30-7:30	Hotel
Friday Registration	8:00-9:30	College

OATYC Journal Campus Solicitors

Agricultural Technical Institute, Ms. Linda Houston
Belmont Technical College, Mr. Thomas Ostaiewski
Bowling Green State University, Firelands Branch, Mr. Ronald Willard
Central Ohio Technical College, Dr. Joseph Brannon
Cincinnati Technical College, Ms. Michele Imhoff
Clark Technical College, Dr. Lloyd Monnin
Clermont General and Technical College, Mrs. Edith Jones
Columbus Technical Institute, Ms. Gina Arrowood
Cuyahoga Community College East, Mr. Thomas Morris
Cuyahoga Community College Metro, Mr. Stanley Klosek
Cuyahoga Community College West, Dr. Arthur Polen
Edison State Community College, Mr. Richard Bowerman
Hocking Technical College, Mr. R. L. Mitchell
Jefferson Technical College, Ms. Carolyn Craft
Kent State University, Ashtabula Campus, Dr. Jack E. Smith
Kent State University, East Liverpool Campus, Mr. Carl Yoke
Kent State University, Geauga Campus, Dr. William Bittle
Kent State University, Salem Campus, Dr. James Cooney
Kent State University, Tuscarawas Campus, Mrs. Agnes K. Swigart
Kent State University, Trumbull Campus, Ms. Joanne Matika
Lakeland Community College, Mr. Howard Erlechman
Lima Technical College, Mr. Alan Lange
Lorain County Community College, Mr. Steven Jonas
Marion Technical College, Ms. Betty M. Dietsch
Michael J. Owens Technical College, Dr. Charles Ballard
Muskingum Area Technical College, Ms. Catherine Cummings
North Central Technical College, Dr. Warren Groff
Northwest Technical College, Dr. James Nagel
Ohio State University, Newark Campus, Dr. Robert Klingensmith
Ohio University, Belmont Campus, Mr. Claude Colvin
Ohio University, Chillicothe Campus, Mr. J. Steven Phillips
Raymond Walters General and Technical College, Dr. James E. Cebula
Rio Grande Community College, Dr. Clyde Evans
Shawnee State Community College, Ms. Susan Warsaw
Sinclair Community College, Dr. Benjamin McKeever
Southern State Community College, Dr. George H. Danallen
Stark Technical College, Ms. Thenice Gall
Terra Technical College, Mr. Kenneth Hahn
Toledo Community and Technical College, Dr. Robert Somogye
University of Akron Community and Technical College, Ms. Anna P. Barnum
University of Cincinnati General and Technical College, Dr. Patrick Kumph
Washington Technical College, Mr. Joe Testerman
Wayne General and Technical College, Mr. Robert McElwee
Youngstown State College of Applied Science and Technology,
Dr. Violet Boggess

BEST COPY AVAILABLE

OATYC Officers, 1984-1985

President: Dr. Rae Rohfeld, Metropolitan Campus Director of Continuing Education, Cuyhoga Community College, 2900 Community College Avenue, Cleveland, Ohio 44115 (216) 348-4196.

President-Elect: Dr. Lloyd Monnin, General Education Chairperson, Clark Technical College, P.O. Box 570, 570 East Leffels Lane, Springfield, Ohio 45501 (513) 325-0691.

Treasurer: Mr. David Conrath, Instructor of Accounting and General Business, Washington Technical College, Route 2, Marietta, Ohio 45750 (614) 374-8716.

Secretary: Mr. John Thornton, Assistant Professor of Physics, Stark Technical College, 6200 Frank Avenue N.W., Canton, Ohio 44720 (216)494-6170

Board of Directors, 1984-1985

Ms. Carlene Alexander, Instructor of Social Services Technology, Columbus Technical Institute, 550 East Spring Street, Columbus, Ohio 43215 (614)227-2596

Ms. Diann Schindler, Acting Director, Institutional Planning and Research, Lorain County Community College, 1005 North Abbe Road, Elyria, Ohio 44035 (216)365-4191, Ext. 222

Mr. William Toth, Coordinator of Communications, Hocking Technical College, Route 1, Nelsonville, Ohio 45764 (614)753-3591

Ms. Jane Watkins, Associate Professor of Office Administration, University of Akron Community and Technical College, Shrank 152 B, Akron, Ohio 44325 (216) 375-7305.

OATYC Campus Liaison

Linda Houston
Agricultural Technical Institute
Jack Mercer
University of Akron
Katherine Kalinus
Clark Technical College
Dave Kirwin
Central Ohio Technical College
David Hartleb
University College,
University of Cincinnati
Carlene Alexander
Columbus Technical Institute
Allie Dunham
Cuyahoga Community College
Career Resources Institute
Anne Hawthorne
Cuyahoga Community College
Eastern Campus
Nancy Roberts-Harrington
Cuyahoga Community College
Metropolitan Campus
Arthur Pollin
Cuyahoga Community College
Western Campus
Ronald E. Willard
Firelands College (BGSU)
Mrs. Mary Beth Ruthem
Jefferson Technical College
John A. Marino
Kent State University Trumbull Campus

Agnes Swigart
Kent State University
Tuscarawas Campus
Carlos Tackett
Lakeland Community College
Alan Lange
Lima Technical College
Marilyn Valentino
Lorain County Community College
C.N. Cummings
Muskingum Area Technical College
David P. Mitzel
Ohio University Zanesville Campus
Susan Warswa
Shawnee State Community College
Benjamin McKeever
Sinclair Community College
Robert J. Deger, Jr.
Southern State Community College
Thomas Lukach
Stark Technical College
Kenneth Hahn
Terra Technical College
Marianne Mazur-Stewart
University of Toledo
Community & Technical College
Ann Tiber
Washington Technical College
Arthur A. Molitierno
Western Ohio Branch Campus
Wright State University

OATYC

JOURNAL

VOL. XI No. 2 Spring 1986

OHIO ASSOCIATION OF TWO-YEAR COLLEGES

An affiliate of the American Association of Community and Junior Colleges

THIS ISSUE

COMMENT

Teaching Versus Research

TEXT

Focus: Lima Technical College, Reaching Out

Presentation Abstracts of the 1985 OATYC Conference

PLUS ONE

Merit Pay and the Evaluation Problem:
Why Most Merit Pay Plans Fail and a Few Survive

PRACTICUM

Classical Literature as a Technical Course Text

FORUM

ISSUE: When and How Should a Two-Year Educational Program Be Scrapped?

Program Termination — An Unpleasant but Necessary Task

Ten Commandments for "Killing" a Program

REACTION

Response to "Issue: To What Extent Should Computers Be Used in Teaching Writing?"

OATYC JOURNAL

Dr. James D. Fullen, Editor
Ohio Association of Two-Year Colleges
Central Ohio Technical College
University Drive
Newark, OH 43055, (614) 366-1351

NON-PROFIT ORG.
U.S. POSTAGE
PAID
PERMIT NO. 52
NEWARK, OHIO

OATYC

Provides:

- Collective influence on the future direction of Ohio's two-year campus system;
- Access to low-cost classroom liability insurance protection of $300,000;
- An open forum for the discussion of trends, problems, accomplishments, and challenges unique to state-assisted, two-year campuses;
- A newsletter which informs members of the proceedings and activities of the OATYC and of Ohio's two-year campuses;
- The *Journal* which provides an opportunity for publication and exchange of scholarly views and concepts;
- Conference and workshops providing opportunities for professional development, visits to other two-year campuses, presentation of papers, and socialization with other two-year campus personnel;
- Affiliation with the American Association of Community and Junior Colleges and its activities throughout the nation.

Purposes:

- To provide a forum in which all state-assisted, two-year campuses can meet to discuss and resolve mutual problems;
- To foster cooperation and communication among Ohio's institutions of higher education;
- To provide the viewpoint of the state-assisted, two-year campuses to the Ohio Board of Regents and to the State Legislature;
- To identify and improve the status, prestige, and welfare of all state-assisted, two-year campuses in Ohio, and to other activities which will increase the contribution of state-assisted two-year campuses to Ohio's total educational process.

Summary of Coverage For The Teacher's Liability Policy

"To pay all sums which the insured (teacher) shall become legally obligated to pay, arising out of his teaching pursuits. The policy carries a limit of $300,000. Defense costs are included over and above the $300,000 limit. The policy covers damage from Bodily Injury, Property Damage, and Corporal Punishment. The three-year premium is $30.00 for lab coverage and $20.00 for non-lab coverage." (The above is a summary. It is not a full explanation of charges. For an exact interpretation of the coverages, the actual policy must be reviewed.)

Institutional Members

Agricultural Technical College
Dr. Dan D. Garrison
Central Ohio Technical College
Dr. Julius S. Greenstein, Pres.
Cincinnati Technical College
Mr. Frederick B. Schlimm, Pres.
Clark Technical College
Dr. George H. Robertson, Pres.
Clermont Campus
University of Cincinnati
Dr. Roger Barry, Dean
Columbus Technical Institute
Dr. Harold Nestor, President
Cuyahoga Community College
Dr. Nolen Ellison, President
Jefferson Technical College
Dr. Edward Florak, President
Lima Technical College
Dr. James S. Biddle, President
Marion Technical College
Dr. J. Richard Bryson, President
Muskingum Area Tech. College
Dr. Gene R. King, Interim Pres.
Northwest Technical College
Dr. James O. Miller, President
Rio Grande Community College
Dr. Clodus Smith, President
Shawnee State Com. College
Mr. Frank Taylor, President
Sinclair Community College
Dr. David Ponitz, President
Stark Technical College
Dr. John McGrath, President
Terra Technical College
Dr. Richard Simon, President
Washington Technical College
Dr. Donald Neff, President
Western Ohio Branch Campus
Wright State University
Dr. Donald A. Carlson, Dean

JOURNAL
OF THE
Ohio Association of Two-Year Colleges

(Affiliate of the American Association of Community and Junior Colleges)

VOL. XI No. 2 Spring 1986

The *Journal of The Ohio Association of Two-Year Colleges* is published by the Association to provide the two-year colleges of Ohio with a medium for the sharing of concepts, methods and findings relevant to the two-year college classroom and to provide an open forum for problem discussion and review.

Subscription is part of the OATYC active, associate, or institutional membership. However, single copies of the "Journal" are available at $3 each. A yearly subscription is available for $6 to persons or organizations who do not want membership in the OATYC. Postage is prepaid on all orders within the U.S.; $.50 per year is added for Canada, $1 per year for all other foreign countries. Communications regarding orders, special subscriptions, single copies, advertising, and permission to reprint are to be addressed to:

The Ohio Association of Two-Year Colleges
c/o David Conrath
Washington Technical College
Rt. 2, State Route 676
Marietta, Ohio 45750

Journal Officers

Dr. James Fullen, Editor, Central Ohio Technical College
Ms. Linda Houston, Assistant Editor, Agricultural Technical Institute, The Ohio State University

Editorial Board

Ms. Anna P. Barnum, University of Akron Community and Technical College
Dr. David Humphreys, Cuyahoga Community College, Eastern Campus
Dr. Bari Lateef, Youngstown State College of Applied Science and Technology
Dr. Lloyd Monnin, Clark Technical College
Mr. Jack Tabor, Columbus Technical Institute

Readers

Mr. Gordon Brooks, Columbus Technical Institute
Dr. Harold Brown, Columbus Technical Institute
Dr. James McLaughlin, Central Ohio Technical College
Dr. Carlos Tackett, Lakeland Community College

OATYC Journal, Spring 1986

Volume XI, • Number 2

Table of Contents

COMMENT

Teaching Versus Research
Lloyd Monnin, OATYC president, Clark Technical College 3

TEXT

Focus: Lima Technical College, Reaching Out
Alan Lange, Lima Technical College 5

Presentation Abstracts of the 1985 OATYC Conference 7

PLUS ONE

Merit Pay and the Evaluation Problem: Why Most Merit Pay Plans Fail and a Few Survive
Richard Murnane, Harvard University, and
David Cohen, Michigan State University 15

PRACTICUM

Classical Literature as a Technical Course Text
James Hudson, Clark Technical College 29

FORUM

ISSUE: When and How Should a Two-Year Educational Program Be Scrapped?

Program Termination — An Unpleasant but Necessary Task
Robert Thompson, Columbus Technical Institute 30

Ten Commandments for "Killing" a Program
Norbert A. Wethington, Terra Technical College 32

REACTION

Response to "Issue: To What Extent Should Computers Be Used in Teaching Writing?"
Shannon Kiser, Shawnee State Community College 35

Information for Prospective Contributors 4

OATYC Journal Campus Solicitors 40

COMMENT

Announcements

As the academic year rushes on, I need to remind the association membership of several dates. First, the Association's annual Spring General Education Meeting will be held this year at Marion Technical College on May 16, 1986. Nancy Gilson of Marion and coordinator of the meeting will be mailing reminders and scheduling presenters. She can be reached at (614) 389-4636.

Secondly, next Fall's OATYC conference will be hosted by Muskingum Area Technical College, November 6-8. The Association had to select a new site for the conference when Diann Schindler of Lorain assumed the Directorship of the Humanities Division of Olympic College in Washington State. Dr. Cheri White of MATC will chair the conference. Dr. Rae Rohfeld, past president of OATYC, will be issuing a "Call for Papers" shortly.

The Board of Directors of the OATYC has applied for Associate Membership with the American Association of Community and Junior College. Our organization thereby will become the Ohio affiliate of the AACJC. This relationship should prove mutually beneficial.

Lloyd Monnin

Teaching Versus Research

Not uncommonly, the two-year college is referred to as "a teaching institution," and that it should be! The professional personnel of all eduational institutions should be committed to the promotion of learning; is this not assumed of the teacher, the professor, — the person who professes.

But this cannot mean, nor even imply that the professor in the two-year college does not engage in research. Research for the two-year professional has a different focus, that of improving the instructional process itself rather than the advancement of knowledge in the progressively narrowing field or discipline.

A large percentage of students enrolled in two-year colleges have not mastered those skills and processes assumed to be the common possession of every university entrant. Most still need to learn how to learn, to problem solve and think analytically and critically. These students need in many instances to learn that the name is not the reality, that remembering the formula does not guarantee the understanding of the underlying processes, but rather that an understanding of the processes and relationships may well enable one to solve a problem as well as recreate the formula. Students need help in the realization that "right answers" frequently are not as important as the process(es) by which they are attained — or the means of determining the appropriateness of questions. Remembering facts and "right answers" independently of their contexts is one of the least helpful forms of learning.

Hence, particularly for the instructor of the two-year college (and *a fortiori* of the elementary and secondary school), the real challenge (and area for research and study) is how to continually improve and make more effective one's

teaching. Instructional processess and their enchancement must become the object and "content" of our research and study. Effectiveness (and satisfaction) of teaching in the two-year college is predicated on this combination of teaching and research.

As a postscript and correlative conclusion, the prime purpose of the OATYC is to serve and augment this kind of combination.

Lloyd Monnin
OATYC President
1985-1986

INFORMATION FOR PROSPECTIVE CONTRIBUTORS

The *Journal* encourages submission of material for any of its sections by faculty, staff, administrators and/or trustees of any of Ohio's community, general and technical, junior, regional and technical campuses. The *Journal* is particularly receptive to articles of general profession importance in the areas of administration, instruction, and baccalaureate or technical studies for two-year institutions.

There are forty-five solicitors of editoral material listed here. Contact your campus solicitor or one nearest you to inquire about submitting a specific manuscript.

Manuscripts must be typed, double-spaced and of approximately 1,000-3,000 words in length. All submissions must be accompanied by a stamped, self-addressed envelope for return. Art work must be black and white. Photos glossy; tables and drawings on 8½ by 11 paper. The name and address of the contributor should be on the back of all art copy.

Editorial Policy

The *Journal* is not responsible for manuscripts or materials lost in mailing nor is it responsible for returning items not accompanied by a stamped, self-addressed envelope.

The *Journal* reserves the right to edit manuscripts to meet its needs and objectives. Where major revisions are necessary, every effort will be made to clear the changes with the author.

Submission deadline for the next *Journal* is September 19, 1986.

OATYC

Note: The OATYC wished to dramatize its affiliation with the AACJC national organization. Thus, our new logo, thanks to Dave Kirwin, Central Ohio Technical College, symbolizes the growth of the OATYC by capitalizing its letters, by enlarging the flame, and by taking the "O" beyond its boundaries.

BEST COPY AVAILABLE

TEXT

FOCUS: Lima Technical College, Reaching Out

Alan J. Lange

The Journal *features an Ohio two-year college in each issue. In this edition the* Journal *highlights Lima Technical College, an institution providing service to its community not just on campus, but within the community itself.*

History and Overview

A study conducted in February 1967, by the Lima Area Chamber of Commerce revealed a need for technical education opportunities in the Lima area. At the invitation of the Ohio Board of Regents, Penta Technical Institute (now Michael J. Owens Technical College) established an institutional organization and programs for technical education. In the fall quarter of 1969 instruction commenced with 49 students enrolled in the nursing program. Two year later the Allen County Technical Institute was formed; after a brief period of interim operation by the Ohio State University, the College received its own charter and a local Board of Trustees assumed control. In May 1972, the present name of Lima Technical College was adopted.

Since then LTC has experienced dramatic growth. Enrollment climbed steadily throughout the 70's and early 80's, peaking at over 2300 in 1982. Four major academic divisions,— Business, Engineering, Health, Public Services — offer a total of 22 programs leading to an associate degree, as well as 3 one-year certificate programs.

Located three miles east of Lima, LTC serves a ten county area with a total population of 420,000. Its scenic campus, situated on a 565 acre wooded tract

of land, features a 90-acre arboretum in addition to four modern academic buildings.

Lima Technical College shares its campus with the Lima branch of the Ohio State University. Several cost-shared employees work for both schools. Dr. James S. Biddle serves as both President of Lima Technical College and Dean/Director of Ohio State, Lima. Through the cooperative efforts of the two institutions, low costs can be maintained while students are provided with a rich diversity of educational opportunities, facilities, and cultural activities.

The mission of Lima Technical College is to provide quality technical education to meet the expanding needs of students, business, industry of the area. The institution exists in a pattern of continual evaluation and evolution, endeavoring to provide top caliber, up-to-date programs and facilities. Besides imparting technical know-how, Lima Technical College strives to create an educational climate that fosters critical thinking, initiative, and leadership. It seeks to develop responsible citizens and to offer its students opportunities for personal and cultural enrichment.

New Horizons

Lima Technical College is constantly upgrading its facilities to provide "state of the art" instruction. Later this year constuction on the expansion of the Technical Education Building will begin. The addition will increase space for the robotics lab whose centerpiece is the GMF S108 welding robot. Also to be housed is the microcomputer lab with 23 IBM personal computers which are used in regular classes, special non-credit offerings, and internal workshops. Upgrading of equipment and facilities in the Dental Hygiene clinic, the Law Enforcement studies lab, the on-campus daycare center, and the Nursing lab is an ongoing process.

Educational instruction from Lima Tech is not limited to the campus. Its outreach efforts to meet area needs are evidenced in every academic division.

For the past 2½ years the Engineering Division has provided on-site training in Statistical Process Control at several area businesses, including Ford Motor Company and MacIntosh Industries. This SPC course offering has been identified statewide (and beyond) as a model program to be emulated by many other technical schools now using our program-developed instructional materials. LTC instructors have "trained the trainers" at the Huffy Corporation, given instruction in geometric tolerancing and flexible management systems at Westinghouse, and encouraged and assisted computer application to engineering at Philips Industries.

On April 1, a pilot foster grandparent program tentatively named "Happy Times" is to be initiated. LTC Child Development students will coordinate weekly visits between preschoolers and elderly residents of the Lost Creek Care Center. The objective is to provide enriching experiences for three age groups: preschoolers, college students, and senior citizens.

The Dental Hygiene program has been actively involved in the community with students presenting staff in-services to nursing homes, dental health education programs at local schools, and preventive services to more than 1500 patients each year, including children from Head Start and Allen Acres.

Students and faculty in other LTC program areas are highly visible in the community. As part of their regular clinical training, Nursing, EMT-P, Radiology, and Respiratory Therapy majors work in area hospitals and other health care facilities. Law Enforcement faculty members act as consultants to local enforcement and corrections agencies. The Business Division works with local companies in tailoring specialized instruction to meet their needs.

The Department of Continuing Education has joined forces with O.T.T.O. (Ohio Technology Transfer Organization) and the Northwest Consortium (a seven school joint ventureship of which LTC is a member) in promoting economic development in the area, and serving as a liaison between local businesses and college resources. Noteworthy accomplishments of Continuing Ed include arranging a teleconference on CAD/CAM organizing an "Entrepreneur Evening for Small Business," and facilitating numerous off campus classes for the private sector.

The expanding horizons of Lima Technical College's service to its community are reflected in the words of its President, Dr. James Biddle: "As the high school population continues to decrease, we look for new ways to serve the area. Our efforts to reach out to the community have included closer ties with business and industry. We have helped retrain industrial personnel and have provided instruction for small business owners. The fast pace of education is changing from past emphasis on a lifetime preparation to a continuing affiliation among the individual, the college, and the community — a necessary alliance in a complex and technical society."

Alan J. Lange
Communications
Lima Technical College
Lima, OH 45904

Presentation Abstracts of the 1985 OATYC Conference

The theme for the 1985 OATYC Fall Conference, November 7-8, at Clark Technical College, Springfield, was "Coping Creatively with Change." Again, not all the presenters provided abstracts. But, the following summaries represent most of the sessions. Feel free to write any of the presenters for further information.

Scenarios as a Planning Stimulus in Changing Times

Planning for the future so that our institutions will be in the best possible position as we move into that future requires some understanding of the present and the changing world. Since the future is not predetermined (our society is becoming a marketplace of differences and discontinuity), the actions which we take today impact and shape tomorrow's environment. Thus the planning must identify the differences and the issues of discontinuity and examine how to impact their relationship to the college.

While paradigms are an appropriate planning tool during stable times, scenarios are more effective during changing times because they force acknowledgment of an alternative future and give "advance hindsight" that promote planning. Since the stages of development (scenes) which lead to the specified alternative position are included, the scenario seems real and provides serious consideration of the situation. Consideration of one alternative future creates awareness of the potential for other alternatives, based on the assumption that there is no "the future." Becoming aware of the uncertainty of the future brings greater comfort in a world of uncertainty, promotes serious consideration of the alternatives, and leads to greater facility in developing and implementing the objectives of the institution.

Patricia Donohue Stevens
Director of Instutional Research
Lakeland Community College
Mentor, OH 44060

Redefining and Redesigning: Toward a More Equitable Faculty Evalutation Process

Along with a number of other factors, economic, political, and demographic changes during the past decade have placed unforseen pressures on higher education. One area especially hard hit by state budgetary uncertainties and constraints has been the the annual evaluation of faculty re: salary and the timely issuance of faculty contracts. To ameliorate this situation, the faculty and administration of Ohio University, Chillicothe devised and implemented an innovative process for annual evaluation, determining faculty compensation, and merit pay raises. Grounded in contemporary theories of applied behavioral science and human resource management, this process has enjoyed remarkable success with improvement in both faculty and administrative morale throughout its seven-year usage. In this presentation we shall provide an overview of the historical background, the design, implementation, evolution, and the promises and possible perils that one might expect if this process is adapted in other systems.

Ron Salomone
Arthur L. Vorhies
Ohio University
Chillicothe Campus
Chillicothe, OH 45601

Integration of Part-Time Faculty

The increasingly common use of part-time faculty presents a number of concerns that need to be addressed. Many part-time faculty members are disheartened by obvious pay inequities. One solution is to raise salaries; other possibilities include giving small raises or the creation of teaching chairs. While many part-timers seek close affiliation with the college and its faculty, they often find themselves excluded from their departments and faculty activities. Part-timers need the opportunity to take a more active part. Another approach to increased involvement is to establish a mentor or "buddy" system between part-time and full-time faculty. This is a good way of sharing resources and disseminating important information. Orientations are also something most part-timers would appreciate. Those who are truly committed will appreciate the chance to learn more about their department. A major problem for those who teach part-time is a sense that "they don't count" and a feeling of invisibility. Such disillusionment may effect students and utimately the institution. We should devote increased effort to integrate part-timers into our departments and make them feel like contributing faculty members.

Wendy Wilson
Miami University
Hamilton Campus
Hamilton, OH 45011

Panel Discussion on Women's Studies Programs at Two-Year Colleges

This panel discussed broadly how a women's studies certificate program came about at Raymond Walters College. Specific issues included initial faculty organization, outreach to the community, institutional structures, and the meaning and use of women's studies for students. Early in 1984, faculty and librarians with a general feminist orientation and/or teaching or research involvement in

women's studies created an informal group to exchange ideas. In the fall of 1984, another subgroup began to expore the possibility of a certificate in women's studies. The program was passed by the faculty in spring 1985. The certificate in place, the women's studies group now faces the problem of advertising. To what groups is the program most likely to appeal? What can be said about the "uses" of such a certificate? What are the most effective ways to reach potential students?

Joy M. Calland
University of Cincinnati
Raymond Walters College
Blue Ash, OH 45236

Computers for Composition: Getting Started

Like faculty at many colleges setting up computers for use in composition classes, we at The University of Akron have been concerned about the logistics involved. We considered whether to set up a lab or a computer equipped classroom, how a computer will be used by the teacher and students to improve composition skills, and what is offered by the programs available.

Overall, the lab has more advantages than the computer-equipped classroom. Its capacity is about triple the classroom capacity of 375 students; it allows a distinct change in classroom pattern; it's easy for the students to come in during their free time; the teacher will have the advantage of a lab assistant; and since there will be a lab assistant, materials and equipment should be secure. The advantage of a classroom set-up is that it feels like "home" and scheduling is easier; however the computers can get in the way of normal classroom activities, and most classes have more hours off the computers than on.

Because teachers need time to prepare students for each writing project, lectures, conferences and discussions continue as usual although one or two classroom hours will be needed for instruction about word processing. Our long experience led us to use the computer very satisfactorily as an editing tool during individual student conferences. In order to do this, students must be prepared to write when the lab is available to them.

We expect writing teachers will find the kind of word processing programs most useful that concentrate on the center of the writing process. They assume the writer comes to the computer with ideas or a draft; they allow incredibly easy rewriting; and they provide an instant clean copy. However other programs are available. Thinktank programs organize thoughts to allow easy prewriting, outlining and planning. Harcourt Writer, developed by UCLA and named WANDAH, covers the entire writing process. Finally some programs check grammar or spelling.

Rose Kleidon
James Switzer
University of Akron
Community and Technical College
Akron, OH 44325

An Integrated Introductory Science for Health Technologies

Observation of interrelationships deepens comprehension. Central Ohio Technical College has developed a program for freshmen health technology students which integrates their introductory microbiology, anatomy, and

physiology over a three quarter time period, rather than presenting these as three separate ten week courses. In the autumn, students are also given, via a demonstration/lecture section, an introduction to the terminology of organic chemistry.

A primary advantage of the integrated program is the extended time during which students may thoroughly read the textbooks and assimilate the information. Topics are presented in an order which ensures that students will have an introduction to each system either at the same time or prior to their study of that system in their technical specialty. There is no single integrated text of adequate detail. Students purchase a microbiology text, an anatomy/physiology text, and a laboratory manual with a supplementary summary of the major goups of organic chemicals. Most students have an introductory chemistry text when they start the sequence.

Mary E. St. John
Biology Instructor
Central Ohio Technical College
Newark, OH 43055

Practical Application of Micro-Computers in Accounting Education

At Columbus Tech, we began the process of augmenting our accounting courses with micro-computer applications by surveying our target market of potential employers to determine the computer related skills they desire in their new employees. We found that beyond a general knowlege of data processing terminology and procedures, these potential employers were more interested in "hands-on" experience with word processing software and electronic spreadsheet software, than with programming or system design skills.

In addition, we felt that the closer we could duplicate the student's potential work environment, in terms of hardware and software, the more recognizable their skills would be and thus more employable. We found the IBM-PC to be the most often chosen hardware within our target market of employers. In addition, we reviewed several commercially available software packages for word processing and electronic spreadsheet capabilities. Textbooks oriented software packages were ruled out because of their lack of flexibility and recognition in the work place.

The actual implementation of the micro-computer applications took place with the introduction of a new course in our curriculum, "computer literacy," which concentrates on general data processing terminology and procedures.

In addition, two other first year accounting courses were revised to incorporate the extensive use of word processing and electronic spreadsheet software. Lotus 1, 2, 3 and IBM writing assistant were included in a course entitled "data processing for accountants" and the extensive use of I.U.S. general ledger software in another course, "accounting machines and systems."

After the students' initial introduction into the hardware and software packages, we felt it would be relatively easy to incorporate the micro-computer applications in the upper level accounting courses. Most of our second year accounting courses now include a practice set or series of projects using the word processing and electronic spreadsheet packages.

We have noticed greatly enhanced placement of our graduates (with the much more impressive resumes of our students) and greater satisfaction by employers with our graduates. In some cases, our graduates are training other people within their offices in the use of this very common hardware and software.

61

If I could provide any information concerning the lab procedures, projects or practice sets we're using at C.T.I., I would be more than glad to do so.

Dan Wyatt
Columbus Technical Institute
Columbus, OH 43216

The Productivity College

In the midst of Ohio's economic renaissance, Stark Technical College has taken a major step in establishing its "Productivity College." This effort provides a flexible curriculum composed of productivity overviews, theories, concepts, as well as structured programs on quality circles, statistical quality control and value engineering studies. Stark's Division of Engineering Technology is firmly committed to making Stark Tech an educational leader by linking such quality programs to the community based industrial sector. The Productivity College emphasizes the evaluation of quality efforts plus employee involvement in decision-making activities. Courses make extensive use of actual case studies and knowledgeable guest speakers. Faculty are carefully selected based upon real world experience and ability to communicate effectively. Stark Technical College's Productivity College focuses on delivering quality alternatives with the understanding that we can no longer live with commonly accepted levels of delays, mistakes, defective materials, and imperfect workmanship. It seeks to weave productivity improvement skills into the fabric of our industrial sector by building productivity consciousness into the daily operations of every manager and workers enrolled in the program.

Leon H. Albert
Stark Technical College
Canton, OH 44720

RWC Work and Learning Council: Linking Education and Industry

Raymond Walters College, a branch of the University of Cincinnati, has a distinct service area from that of the main campus, located some 15 miles away. In an effort to ascertain and meet the needs of this service area, in 1983 the college restructured the nearly defunct Advisory Board into a Work and Learning Council. This organization is composed of college department chairpersons and program directors, members of their advisory committees, and about 35 at large representatives in the community for a total membership of about 60. This large council is divided into five interest groups: Educational Leadership, Community Leaders, Health Professionals, Chief Executive Officers, and Personnel Directors. In its brief existence, the council has already been of considerable value to the college, especially in linking the college with area industry. A related component of this linkage, the new Office of Educational services, headed by an Assistant Dean, has, among other arrangements, entered into a contract with the General Electric Aircraft Engines Business Group to deliver a variety of educational services including housing, administering, and partially staffing most of the company's After Hours non-credit courses. In addition, in conjunction with two other colleges in the university, RWC has developed an Associate Degree program in Manufacturing Engineering Technology for GE. Linkages like these will play an important role in the future of the college.

Harriette Flory
Assistant Dean
Office of Educational Services

62

Raymond Walters College
University of Cincinnati
Blue Ash, OH 45236

Five Classical Models for Critical Thought

We all have problems. Many of our problems can be sufficiently solved by using one or more of the models suggested by our great thinkers. This presentation explored the teaching of critical thought through reviewing and illustrating five classical models: (1) Aristotle's mathematical induction and deduction, (2) Descartes scenic process, (3) Locke and Dewey's scientific method, (4) Hegel's idea formula, and (5) Russell, Weaver, and Chomsky's language criteria. The discussions included additions to the models offered by Toulmin, Mill, Kant, Chaffee, Ennis and Perelman.

The two major aims of the discussions were to exchange ideas regarding the subject matter and to share concepts, experiences, and methodologies concerning the teaching of it. Also shared were a sample syllabus, performance objectives, handouts, an exam, and classroom exercises.

James D. Fullen
General Studies
Central Ohio Technical College
Newark, OH 43055

A Colleague Support System: Enhancing Education

The Ohio State University Agricultural Technical Institute (ATI) began a Colleague Teaching Support Program in Autumn, 1983. The program, or "Buddy System," was formulated by the Institute's Teaching Committee as part of its effort to improve teaching. The original intent of the program was to aid new faculty by teaming them with a veteran; the first year was so successful the program was changed to help all faculty members strengthen their teaching, research, and extension skills. The program is especially organized to have faculty work and share techniques with those who do not necessarily share course work. The program is voluntary. Faculty who elect to join the program offer their time and expertise to work with another member of the faculty, to share information and concerns over a year's time. The Teaching Committee member who coordinates the Buddy System then meets with the Director of Academic Affairs and pairs faculty, trying to match strengths and weaknesses. It is very important to remember that this is a volunteer program and once the pairs are matched, no one interferes with the match. At the end of the academic year, the participants are asked to express their opinion on the success or failure of the program and to suggest any revisions.

Linda Houston
Associate Professor
Arnold Mokma
Assistant Director of Academic Affairs
The Ohio State University
Agricultural Technical Institute
Wooster, OH 44691

Two-Year/Four-Year Articulation: An Approach to Standardization

Students who transfer from two-year colleges to baccalaureate degree programs often encounter difficulty and confusion related to the transferability of credits and requirements for program completion. This is especially true for those who have not completed an associate degree program designed specifically for transfer purposes. Even in these cases, one encounters changing and conflicting decisions within universities and, at times, stubborn refusal to grant credit for reasons that have little or nothing to do with the content of the courses in question. In its articulation effort, Ohio University has devised and attempted to follow a universal standardized system for dealing with transfer credit evaluation for students from two-year schools. This system, known as the Ohio University Course Equivalency Assessment plan (OUCEA), provides a standardized set of guidelines and equivalency symbols for the evaluation of all transfer credit on a course-by-course basis. The symbols assigned allow students and advisors alike to determine the remaining requirements for any program the two-year transfer student may wish to complete.

Bill Jones
Articulation Coordinator
Ohio University
Athens, OH 45701

High School Liaison Project

Marsha Bordner

In the summer of 1984, Clark Tech initiated the High School Liaison Project. The project serves as an umbrella for several related activities, including a Trustees Merit Scholarship, a College Survival Skills "Bridge" Program, a Writing Competition for high school students, two sections of a State Department of Education Sex Equity Grant, and a Two-Plus-Two program linking the last two years of high school with the first two of college. The centerpiece of the project, however, is the Early English Assessment Program, which has one primary purpose: to identify high school juniors' strengths and weaknesses in composition so that they can register accordingly for their senior classes.

In the first year of the program (1984-1985), the College administered a College Board Placement exam to these students and sent appropriate reports to the students, the teachers, and the principals. The program was over-whelmingly successful with twenty-six of twenty-nine schools in the service area participating. In the second year of the program (1985-1986), twenty-seven schools are participants in what is now designated as Phase 1 of Early English Assessment. In Phase 2, the College has asked for partial funding from the Ohio Board of Regents for an actual writing sample to be done in eleven of the local schools. The Early English Assessment Program, as the central focus of the High School Liaison Project, has stengthened Clark Technical College's articulation with local secondary schools.

Marsha Bordner
Clark Technical College
Springfield, OH 45501

High Technology: Changing the Two-Year College Mission

Paul E. Shumaker

The availability and use of computers, software programs, and other advanced technologies have had a significant impact on the way in which Ohio's colleges deliver instruction and on their mission statements.

A survey of Ohio's two-year technical and community colleges reveals that 50% of those responding (18) have either formally revised or are considering revision of their mission statements. The remaining colleges indicated that their current statements are broad enough to include instructional accommodations to high technology. These accommodations include upgrade or replacement of mainframe computers, development of new software, introduction of computers into the teaching/learning situation, development of new courses or programs, and use of CAD, CAI, CMI, and robotics.

Paul E. Shumaker
Cuyahoga Community College
Cleveland, OH 44115

Recommendations for Postsecondary Word-Processing Instructions

Dr. Shirley Barton

Dr. Barton compared the perceptions of correspondence secretaries, word processing supervisors, and post-secondary word processing instructors in Ohio concerning the entry-level/post-entry level competencies of the correspondence secretary, the actual and preferred locus of training for each competency, and the job qualifications and company training of the correspondence secretary. Because she found a significant difference at the .05 level among the three groups, she recommends that post-secondary word processing instructors (a) give priority in their teaching to language, machine transcription, and equipment skills, (b) include training on distributed/shared word processing equipment, (c) work with companies to identify word processing training needs which the organization cannot or prefers not to handle and incorporate them into the word processing curriculum, (d) develop courses and curricula for beginning and advanced word processing skills, and (e) develop courses and curricula for word processing supervision and managerial skills.

Dr. Shirley Barton
Kent State University
Tuscarawas Campus
New Philadelphia, OH 44663

CAD/CAM at Clark Technical College

Robert Walder

Technology has changed the way we eat, the way we dress, and the way we play. It is definitely changing the way we work. As the methods of working change, so do the required skills and education change. Recognizing the impact of the computer in engineering and manufacturing, Clark Technical College has added courses in Computer-Aided Drafting (CAD) and Computer-Aided Manufacturing (CAM).

Equipment is expensive, and we didn't have $1,000,000 but found that bigger is not always better. If a large system goes down, everyone is out. With a number of small systems, if one fails, students can be rescheduled and benefit by completing all of the assignments.

Future courses will include the areas of commercial art and landscape planning.

Robert Walder
Clark Technical College
Springfield, OH 45501

PLUS ONE

Merit Pay and the Evaluation Problem: Why Most Merit Pay Plans Fail and a Few Survive

Richard Murnane
and
David Cohen

Although basically a study of secondary school districts, this article provides an in-depth look at merit pay systems. Many two-year college have or are considering such systems. Richard J. Murnane and David K. Cohen use the framework of microeconomics to account for the short lives of most merit pay plans. They demonstrate that teaching is not an activity that satisfies the conditions under which performance-based pay is an efficient method of compensating workers. They then show that merit pay plans survive in a few school districts, in part because the districts are special and in part because the merit pay plans are quite different from conventional notions of performance-based pay. The article is reprinted from the Harvard Educational Review, *Vol. 56, No. 1, Feb. 1986, with permission.*

Designing a compensation system that provides strong incentives for employees to pursue organizational goals is a challenge every organization faces. Merit pay for teachers is often suggested as a compensation system that will enable public school systems to meet this challenge. Yet the promise of merit pay is dimmed by knowledge of its history; most attempts to implement merit pay for public school teachers over the last seventy-five years have failed.

The first part of this paper uses microeconomics, the intellectual home of merit pay, to explain the failures of most merit pay plans. We show that merit pay, even taken on its own terms, does not provide a solution to the problem of motivating teachers. The second part of the paper investigates why merit pay survives in a very few school districts in the United States. The analysis is based on interviews we conducted with a great many teachers and administrators in six school districts with enduring merit pay plans. We explain that in these special districts, merit pay contributes to the solution of problems quite different from the problem of motivating teachers.

Compensation of Public School Teachers

More than 99 percent of public school teachers in the United States work

in districts that employ uniform salary scales (Calhoun and Protheroe, 1983). Under such contracts, a teacher's salary is determined exclusively by educational credentials and years of teaching experience. All teachers with the same credentials and experience receive the same salary, irrespective of subject specialty or perceived performance. Typically, each school district sets its own salary scale or negotiates it with the local teachers' union through collective bargaining.

The limitations of uniform salary scales have been well documented; there is no financial reward for superior performance and no financial penalty, short of dismissal, for inferior performance (Hanushek, 1981). Many critics of uniform salary schedules argue that improving the quality of education offered by public schools requires a change from uniform salary schedules to a compensation scheme that bases a teacher's compensation on performance, as measured either by gains in student test scores or by supervisors' evaluations of the teacher's actions in the classroom. Such performance-based compensation plans are typically called merit pay.

Merit pay is an old idea. In 1918, 48 percent of U.S. school districts sampled in one study used compensation systems that they called merit pay (Evendon, 1918, as reported in Johnson, 1984). Little is known about these early plans, except that most did not last. In 1923 the National Education Association (NEA) reported that 33 percent of sampled districts used merit pay (NEA, 1923, p. 52), and a subsequent NEA survey reported that 18 percent of districts surveyed awarded merit pay (NEA, 1928, pp. 230-240).

Interest in merit pay waned during the 1940s and early 1950s as the vast majority of public school districts in the United States adopted uniform salary schedules. Between 1939 and 1953 the number of school systems in cities with populations of more than 30,000 that used merit pay fell from 20 to 4 percent (Porwoll, 1979, p. 26).

Sputnik rekindled interest in merit pay by raising questions about the effectiveness of American schools. During the 1960s approximately 10 percent of U.S. school districts had merit pay plans, most of which fared no better than their predecessors. By 1972 the number of disricts using merit pay had fallen to 5.5 percent (Porwoll, 1979). A 1978 survey of the 11,500 U.S. school districts with enrollments of 300 or more found only 115 with merit pay plans (that is, 4 percent of the districts that responded to the survey and 1 percent of the districts to whom the questionnaire was sent). Moreover, the majority of districts that reported having tried and dropped merit pay indicated that their plans lasted less than five years (Porwoll, 1979, p. 41).

Thus, the history of merit pay suggests that while interest in paying teachers according to merit endures, attempts to use merit pay do not. Moreover, teacher union resistance cannot account for the demise of most merit pay plans, for most plans predated unions or failed in nonunion districts. We must search for other explanations. We believe that the most powerful ideas for understanding why merit pay plans fail can be found in the literature of economics. Specifically, we turn to economics analyses of employment contracts, a growing field within microeconomics.

Why Most Merit Pay Plans Fail

The Contracts Literature: A Framework for Analysis

One branch of microeconomics, which we will call the contracts literature, examines the costs and benefits associated with using different types of employment contracts to compensate workers engaged in particular kinds of production activities. The following assumptions underlie this literature:

1. Workers' preferences are not completely consonant with the employing organization's goals. Workers prefer to work less hard than the organization would like if there are not adverse consequences for them.
2. Monitoring the output or actions of individual workers is costly.
3. Imperfect monitoring will induce workers to attempt behavior that makes them appear productive relative to other workers but in fact is contrary to the goals of the organization. Williamson (1975, p. 9), an important contributor to the contracts literature, labels this behavior "opportunistic" and defines it as "self-interest seeking with guile."

As seen from the perspective of the contracts literature, the type of employment contract an organization should adopt depends on the type of work employees perform. This is because the cost of evaluating workers' output, the cost of evaluating workers' actions, and the potential for opportunistic behavior all depend on the nature of the production activity.

The perspective provided by the contracts literature is helpful in analyzing merit pay for three reasons. First, this literature takes seriously the evaluation problem. It explicitly acknowledges that evaluating worker performance is costly for management and that imperfect evaluations — defined as less than perfect knowledge of all worker actions — may elicit unpredicted and potentially destructive responses from workers. It is this evaluation problem that has plagued most attempts to introduce merit pay into public education.

Second, the contracts literature emphasizes the importance of trade-offs between the gains from providing incentives for employees to work hard and the costs of various ways of evaluating workers' contributions. Implicit in this emphasis on trade-offs is the often neglected recognition that a merit pay system that brings about modest increases in teachers' effort levels might not be worthwhile if the costs of the measures taken to evaluate teacher performance are extremely high.

Third, the contracts literature focuses attention on the nature of the production activity in which workers are engaged. It explains why an analysis of the production activity provides the best clues to the responses that particular compensation plans will elicit. We will argue that compelling explanations for the failure of most merit pay plans must focus on the nature of teachers' work. In the following sections we use the framework provided by the contracts literature to explain why neither "new style merit pay" nor "old style merit pay" is an effective strategy for motivating teachers to achieve high performance levels.

New Style Merit Pay: A Piece-Rate Compensation System

"New style merit pay" (Bacharach, Lipsky, & Shedd, 1984), also called "payment by results" (Coltham, 1972), bases individual teachers' merit pay bonuses on their students' test score gains. The attractiveness of this strategy is that the evaluation problem is solved by actually measuring certain dimensions of each teacher's output, thereby avoiding the subjective quality of evaluations conducted under old style merit pay, in which bonuses are based on supervisors' evaluations of teachers' performance. There are only a few documented cases of school districts that have used new style merit pay, although merit pay plans that compensate teachers on the basis of student test score gains have recently been supported by several state legislatures (U.S. Department of Education, 1984, p. 45). In this section we show that new style merit pay is very much like what economists know as a piece-rate compensation system, and that teaching does not satisfy the conditions under which this type of compensation is efficient.

Approximately 30 percent of U.S. workers in manufacturing are employed under piece-rate contracts, the most common form of payment by results (Pencavel, 1977; Seiler, 1984). Piece-rate contracts work well when the actual contribution of the individual worker to the firm's output can be measured at rela-

tively low cost. Commercial laundries' contracts with workers who iron shirts provide an example. The number of shirts ironed is a relatively accurate measure of the worker's contribution to the firm. Consumer complaints provide a check on quality. Multiple dimensions of output can be managed by providing a schedule of piece rates for different types of clothing.

Piece-rate contracts do sometimes elicit opportunistic behavior. For example, workers may neglect the maintenance of the machines on which they work since they are not rewarded for machine maintenance (see Pencavel, 1977). For many types of work, however, the costs of such opportunism are outweighed by the advantages that piece-rate contracts have over contracts that attempt to control opportunism by monitoring worker actions. In particular, piece-rate contracts porvide a strong incentive for workers to find the most rapid way to iron shirts. High productivity results in immediate rewards; a drop in output results in immediate penalty.

Why haven't merit pay plans that compensate teachers on the basis of their output, as measured by student test score gains, become popular? One reason concerns the nature of the incentives that such a compensation system provides. Any explicit list of pay rates for specific levels of student test score gains (economists would refer to such a list as a payment algorithm) creates a specific price — a piece rate — for each student's test score gain in each subject area. For example, an algorithm that bases compensation solely on gains in average reading scores implicitly places a zero price on student gains in other subject areas. Moreover, it places an equal weight on each student's gain. If teacher time is viewed as a private good (time spent with one student reduces time available for other students), then this algorithm creates incentives for teachers to allocate time so that the last minute of time spent with any child yields the same expected test score gain. This means that there are incentives for teachers to minimize the time they spend with children whose test scores will not respond to modest increases in attention.

There is limited evidence that teachers do respond to payment by results by allocating their time to specific subject areas and individual children. For example, in the middle of the nineteenth century in England, elementary school teachers worked under a payment-by-results plan that based their compensation on the number of children who acquired a set of narrowly defined skills. This led to a narrowing of the curriculum to exclude all nontested subjects, including many that were perceived to be important — for example, history and geography — but were difficult to test (Coltham, 1972, p. 24).

Other evidence comes from the experiments sponsored by the Office of Economic Opportunity in the early 1970s, in which private firms provided reading instruction to public school children, with the firms' compensation dependent on student test score gains. In at least one of the sites, teachers concentrated their time on children in the middle of the test score distribution, neglecting those at the top who would advance well on their own (test score gains above a threshold were not rewarded), and those at the bottom, whose test scores would not respond to modest additional amounts of teacher time (Gramlich & Koshel, 1975).

Several readers of early drafts of this paper argued that the evidence presented above, in fact, provides support for the usefulness of new style merit pay as a strategy for motivating teachers. They pointed out that the evidence demonstrates that teachers do change their behavior in order to respond to the incentives they face. All that is needed, these readers argue, is to fine-tune the payment algorithm, for example, by giving weight to skill development in more subject ares and perhaps by weighting achievement gains of some children more than those of others. We believe that the proposed technical solution of fine-

turning the payment algorithm neglects two critical problems: the lack of consensus about the appropriate weights, and the nature of teachers' work. We consider each problem in turn.

Most policy debates about public education avoid the divisive topic of weights which is, at its core, a discussion about whose education, or what sort of education, matters the most. Instead of explicitly debating what the weights should be, it is common in public education to delegate decisions on resource allocation to teachers and administrators, with the inoperable admonition that they provide every student with the opportunity to fullfill his or her potential. Such delegation is not consistent with the design of contracts that pay teachers on the basis of their output, for teachers' different decisions about weights mean that they are each trying to produce a somewhat different mix of outputs.

If the public schools' lack of consensus on weights were the only problem in paying teachers on the basis of their students' progress, one would expect to see more extensive use of such compensation schemes in private schools, where, according to Erickson (1982), family choice leads to greater agreement on school goals. The limited available evidence suggests, however, that performance-based pay for teachers is relatively rare in private schools. In 1983 only 7 percent of Catholic high schools reported that they used any form of merit pay, and none of those schools based pay differentials on student test score gains (National Catholic Education Association, 1985).

Why aren't teachers paid on the basis of their students' test score gains, even in organizations where there is relatively high consensus on goals, union power is negligible, and managment can unilaterally decide how teachers will be compensated? We believe that the answer lies in the nature of the work in schools. Even where there is a high level of consensus on goals, the goals are multidimensional — for example, raise the average reading level in each class, teach all students to embrace democratic values, help each student realize his or her own potential, and elminate drugs and violence from the school. While it may be reasonable to attribute progress toward certain goals, such as raising reading scores, to individual teachers working behind closed classroom doors, it is not possible to measure each teacher's contribution to the attainment of other school goals. For example, eliminating violence and drugs from a school requires that teachers open their classroom doors and work *as a team* to monitor students' actions outside the classroom. If teachers really do work as a team, it is not possible to measure each teacher's contribution to the group output — in this case, a lower level of drugs and violence in the school (Alchain & Demsetz, 1972). Consequently, individual teachers' contributions to achieving this school goal cannot play a role in determining their compensation under new style merit pay.

If teachers' pay is based solely on success in raising reading scores, there are strong incentives for teachers to keep their classroom doors closed and neglect the teamwork that contributes to the accomplishment of other school goals. Moreover, the strategy used by some firms to combat this form of opportunism — hiring workers to perform the tasks neglected by piece-rate workers (maintaining the machinery, for instance, in our laundry example) — does not work well in schools. Teacher, who work with students every day in class and know students' names and personalities, are likely to be more effect in eliminating drugs and violence from a school than are specialized security officers.

School principals as well a teachers realize that much of the important work in schools must be done by teachers working together — for example, some maintain quiet in halls and libraries while others teach. Compensation algorithms that reward only those dimensions of performance of which each teacher's contribution can be measured could create perverse incentives, induc-

ing teachers to abandon hall and library duty, for instance. This many explain why paying teachers on the basis of their students' test scores is extraordinarily rare in American education.

It is important to note that our discussion of the problems posed by merit pay rests on the nature of teachers' work and the incentives that piece-rate compensation schemes provide. This is quite different from the typical objection to new style merit pay, which emphasizes the inadequacies of standardized tests. While it is true that standardized tests of, say, students' reading skills often do not provide an accurate measure of students' skills, and consequently of the fruits of teachers' work, the inadequacy of tests is not the fundamental problem with new style merit pay. Even if tests were developed that provided accurate measures of students' skills in particular subject areas, incentives to allocate time strategically to particular students and particular subject areas and to neglect aspects of the job not measurable by standardized tests would still remain.

Old Style Merit Pay

The signficance of teamwork and the presence of the school principals who have direct supervisory functions suggest that feasibility of basing teachers' compensation on principals' evaluations. In fact, such old style merit pay is the common model. In this section we explore the extent to which the contracts literature helps us understand why most experiments with old style merit pay have failed.

The lessons from the contracts literature (see Alchian & Demsetz, 1972; Williamson, 1975) regarding the conditions under which it is efficient to base the compensation of individual workers on supervisors' assessments of their performance can be easily summarized. Merit pay is efficient when the nature of the activity in which workers are engaged is such that supervisors can provide relatively convincing answers to these two questions posed by workers:

1. Why does worker X get merit pay and I don't?
2. What can I do to get merit pay?

Unloading boxes from a truck is often suggested as an activity where supervisors can answer workers' questions about performance-based pay differentials. Supervisors can state that worker X was paid more than other workers because he carried two boxes at a time, while other workers carried one at a time. Workers are likely to accept this answer because they recognize that carrying two boxes at a time is, in fact, productive. They also recognize that the nature of the activity gives worker X few possibilities for opportunistic behavior — that is, for actions that make him appear productive but in fact do not contribute to the work at hand. Supervisors can answer workers' second question by stating that they too can earn higher pay by carrying two boxes at a time. Workers are likely to find this answer acceptable because the required action is something they can do if they so choose.

Teachers' work is, by its nature, very different from work such as unloading a truck. As is true for workers in any field, some teachers are more effective than others — hence the call for merit pay. Most analysts agree, however, that effective teaching cannot be characterized as the consistent use of particular well-defined techniques (Wise et al. 1984, p. 10). In other words, there is no analog to carrying two boxes on every trip.

One consequence of the imprecise nature of the activity of teaching — where this expression denotes the loose relationship between particular teacher actions and student learning — is that supervisors cannot answer convincingly when teachers ask why teacher X received merit pay and they did not. As one of the administrators we interviewed commented: "I know who the good

teachers are. They're so and so, so and so, and so and so. Why are they good teachers? Well, I don't know, they are just good teacher; but I know who they are." Many teachers who are denied merit pay find this answer unsatisfactory. One reason is that they are aware that the nature of teaching, with it closed classroom doors and its network of relationships among teachers and between teachers and parents, provides great potential for opportunistic behavior. In other words, there are many things that a teacher could do to impress a principal and to suggest that he or she was more effective than his or her colleagues. Examples might include using friendships with parents to spread rumors about other teachers' incompetence, and refusing to share materials that could help other teachers. Thus, teachers have reason to question whether merit pay is awarded to teachers who are in fact the most productive or to those who are most facile in impressing supervisors.

A second consequence of the imprecise nature of teaching is that supervisors cannot answer convincingly the teacher's second question, What can I do to earn merit pay? In other words, supervisors cannot suggest specific actions that the teacher can undertake which both teacher and supervisor recognize will enhance the teacher's effectiveness. Without an unequivocal answer to this second question, teachers may have little incentive to change their behavior in pursuit of higher income. What is worse, teachers may learn that concealing their problems and playing up to evaluators is what the organization rewards — dramatically complicating managers' evaluation problem.

In effect, the lesson from the contracts literature is that the problems with old style merit pay are more fundamental than careless implementation or inadequate training of evaluators — to name but two of the explanations often given for the failure of merit pay plans. The problem lies in the nature of the teaching activity itself. Specifically, it is the lack of a blueprint for effective teaching that prevents supervisors from providing convincing answers to teachers' two primary questions about merit pay.

What the contracts literature does not reveal is exactly what problems arise under merit pay that have led most school districts to drop this type of compensation system after a brief trial. While our research was not designed to address this question, we did learn some interesting facts about the problems caused by merit pay, particularly from teachers and administrators in two districts that have had merit pay for more than twenty years and have altered their plans several times to deal with perceived problems. The comments of these participants are informative in understanding what happens when supervisors cannot answer teachers' questions about why come teachers receive merit pay and others do not.

One theme that ran through our interviews was a perception on the part of administrators that merit pay could easily backfire, since teachers who received evaluation ratings lower than they felt were fair might respond by working less hard. This theme is exemplified in the story one former principal told about a fine teacher whose work he rated "excellent." Unfortuantley, excellent was the second highest rating in the system, and the teacher firmly believed she deserved the top rating, "outstanding." She responsed to the principal with, "It that's all you care, then that's all you'll get," and, indeed, he reported that her work "fell off."

Another theme we discerned from our field notes was that past experiences conditioned teachers' expectations about their evaluations. No teacher expected to be given a rating lower than the one he or she had received in the previous period. Rarely do discussions of merit pay focus on the *repetitive* nature of the evaluation process. Yet teachers see their "merit" ratings in terms of what they and others have been told by supervisors in the past. Being demoted is difficult for anyone, but it would be particularly hard if supervisors could not pinpoint

what was wrong and explain how the situation could be remedied.

Several administrators cited negative consequences that arose from giving a teacher a lower rating than the teacher had received in the past. One principal mentioned a teacher with no better than adequate performance to whom he gave a rating lower than the rating given by his predecessor. The teacher, who had planned to retire at the end of the year, was so infuriated by this rating that she postponed her retirement for two years. The principal was left with a teacher he did not want; moreover, the teacher had become angry and recalcitrant as a result of her evaluation rating. The key point here is that even an evlaution system that produces valid and reliable performance ratings is not enough to guarantee the success of merit pay. If teachers feel that the ratings are unjust, and evaluators cannot convince them to the contrary, their reactions to the ratings may undermine the education students receive.

A third theme in our interviews was that merit pay tended to interfere with school principals' efforts to build effective instructional teams in their schools. Several school principals commented that, prior to the introduction of merit pay, they often gave teachers ratings higher than they actually deserved and then encouraged them to live up to the high ratings. The principals reported that this was the most effective strategy for stimulating many teachers to improve their performance, because it built teachers' confidence and established trust in the principals. While this evaluation strategy produced ratings that were not objectively valid, the principals felt it promoted teacher morale and better teaching performance. Principals felt that this approach allowed them to focus on the specific problems a teacher was struggling with; whereas more objective evaluations produced an adversarial atmosphere and could create incentives for teachers to conceal problems.

Many of these same principals worried that the use of merit pay would restrict their ability to pursue the strategy of encouraging teachers through the use of high ratings. One reason they worried was that the school district administration was pressing principals to be objective in their ratings and to standardize ratings across schools. A second cause for concern had to do with school board complaints of an excessive number of high ratings; administrators were being pressed to lower ratings and to provide stronger defense of the top ratings they did give. At the same time, principals felt pressure from teachers to explain why they had not been given the top rating while the teacher in the next classroom had. As one principal stated, "Merit pay turns my job from being a coach into being a referee." He further implied that his teachers no longer saw him as a helpful coach but as a critical referee — and this threatened his ability to motivate the teachers to higher levels of effort.

Some readers may conclude that one of the *benefits* of merit pay is that it pressures principals into actually evaluating teachers objectively, one of the most important parts of their job. There is some truth to this argument; certainly, many of the principals we interviewed felt this pressure. There is more to be said, however. The principal's primary job is to ensure that the children who pass through his or her school learn as much as possible. Yet the principal doesn't teach students; teachers do that work. The principal's success, therefore, depends to a large extent on his or her success in encouraging teachers to work hard and work together. When a principal gives a lower evaluation to a teacher than he or she had previously received, the teacher may lose some money, but the principal may lose the cooperation needed to make the school work. Our field notes contain many stories from principals describing the distressing consequences of giving lower ratings than the teachers expected.

Many principals saw merit pay as making their job more difficult by increasing both the tensions surrounding the formal evaluation process and the intensity with which teachers asked why they did not get the top rating and what

they could do to receive a better rating — questions that principals could not answer convincingly. In fact, the general thrust of the principals' comments, with a few notable exceptions, is quite consistent with the survey evidence indicating that low morale and "problems of adminstration" are the primary reasons school districts drop merit pay (see Calhoun & Protheroe, 1983).

Our evidence leads us to emphasize the importance of the imprecise nature of teachers' work as a factor contributing to the demise of old style merit pay. One of the readers of an early draft of this paper commented that, if we were correct and the problem were not simply poor public sector management, we should expect that old style merit pay would not be common in for-profit educational institutions. While an in-depth exploration of this proposition was beyond our resources, we did attempt to respond to this comment by learning about the compensation policies of the Stanley H. Kaplan Educational Center, a large, nationwide for-profit firm specializing in preparing students to take standardized tests such as the SAT.

Stanley Kaplan does monitor the performance of its teachers closely, in party by observing them in the classroom and, to an even greater extent, by soliciting student evaluations of each teacher's performance. In fact, Kaplan's students are quick to complain when the quality of instruction does not justify the cost of the course. Kaplan uses the feedback from students in deciding which teachers to dismiss, but does not use this information in determining individual teacher's compensation. In fact, teachers who work for Kaplan are paid in much the same manner that public school teachers are paid. All teachers are paid according to a salary scale that bases compensation on experience, that is, on the number of courses taught. There are not bonuses for superior performance.

We asked the personnel director of Kaplan why the firm does not use performance-based pay. Her answer included these points: all Stanley Kaplan teacher are effective; those who are not are dismissed. There are some teachers who are superstars, and the firm has considered paying bonuses to them. This plan was rejected because of management perception that the positive impact of bonuses on the performances of the superstars would be more than offset by negative effects on the performances of effective teachers who do not receive bonuses, do not know why they were passed over, and cannot be told how to become superstars.

In the context of this paper, the Kaplan evidence can be interpreted as implying that even when management feels it can make relatively accurate, fine-tuned distinctions among teachers, it would not be able to convince the merely good teachers of the superior performance of some of their co-workers. As a result, the responses to the pay differentials would not further the goals of the organization. Thus, the imprecise nature of teaching prohibits evaluators from answering the hard questions teachers pose about old style merit pay and leads a successful profit-making firm to base compensation on experience. It is important to add that Stanley Kaplan uses evaluation aggressively, even without merit pay, both to dismiss ineffective teachers and to offer useful advice to effective teachers. This approach is obviously similar to that taken by administrators in many public schools.

Why Some Merit Pay Plans Survive

If merit pay is not an effective strategy for improving teachers' performance, why do merit pay plans survive in a few districts? Are the districts atypical? Are the provisions of the merit pay plans atypical? Did merit pay in these districts help to solve problems other than that of motivating teachers?

We began our search for the answers to these questions by identifying school districts that have used merit pay for a number of years. Two Educational Research Service publications were helpful in this regard. The first (Porwoll,

1979) identified 115 school districts in the United States that used merit pay in 1978. The second (Calhoun & Protheroe, 1983) reported the results of a survey that inquired whether each of these 115 districts was still using merit pay in 1983, and if not, why not. The 47 districts that reported in the 1983 survey that they were still using merit pay formed the population from which we selected districts for study.

Within the population we looked first for urban districts with ongoing merit pay plans. Since many urban districts are thought to have particularly serious problems with poor teaching quality and low teacher morale, an analysis of enduring merit pay plans in such districts might provide important insights into the factors that contribute to the success of performance-based contracts. However, we found no urban districts with long-lived merit pay plans. In fact, we could not find even one documented case of a large, once-troubled school district that had successfully used merit pay to improve its performance. On the contrary, one of the striking aspects of the list of districts with enduring merit pay was the large percentage of very small districts serving relatively homogeneous student populations. Moreover, these districts tended to use very small amounts of money as merit pay bonuses.

We then looked for districts that had used merit pay for at least five years and had either used pay differentials of at least $1,000 or served more than 10,000 students. We found seven districts that met these criteria. We spent several days in six of these districts interviewing teachers and administrators with the goal of learning how each merit pay plan worked and how teachers and administrators reacted to these plans.

Characteristics of the Six Districts

The six districts we studied vary in size from 2,500 to 60,000 students. Three are located in the Southwest, one in the Northeast, one in the Mid-Atlantic region, and one in the North Central region of the country. Two districts have collective bargaining; the union role in the other four is insignificant.

Part of the reason merit pay plans persist in the six districts has to do with their unusual working conditions. All of the six districts are considered to be among the best in their geographical areas — places where teachers like to work and where high housing prices reflect, in part, the desirability of the public schools. In evaluating the role merit pay plans in contributing to these districts' accomplishments, it is important to focus first on attributes other than merit pay that these districts have in common.

All of the districts have salary schedules, to which merit pay is added, that are above average for their geographical areas. The high salaries and good working conditions permit these districts to be selective in choosing applicants for teaching positions. None of these districts adopted merit pay as a response to the idea that there was not enough money to pay all teachers well so they would be least pay a few good teachers well. In fact, several administrators made comments such as, "No merit pay system would ever work without salaries at a point that teachers can live on."

None of these districts use merit pay as a strategy to give negative signals to teachers perceived to be ineffective. However, using evaluation practices that are in principle unrelated to merit pay, they do dismiss teachers judged to be incompetent and are pressured by parents to do so. These practices have not been resisted by teachers' unions in the two districts with relatively powerful unions. The union leaders in these districts stated that they made sure due process was observed but that it was not in the union's interest to protect incompetent teachers. One lesson to be learned from examining the characteristics of school districts with long-lived merit pay plans is that attractive working conditions may be a prerequisite for the survival of merit pay.

Characteristics of the Enduring Merit Pay Plans

Working conditions do not provide the whole answer to why merit pay survives in a few districts. In fact, merit pay has been dropped by a great many districts that appear similar to the six we studied. Thus, to explain the survival of merit pay in our districts we must look at the plans themselves.

The six merit pay plans that we analyzed differ in many respect. However, in every case the plan incorporates a strategy for dealing with the two questions, already noted, that many teachers ask about merit pay. The strategies consist of varying combinations of four themes: extra pay for extra work, making everyone feel special, making the program inconspicuous, and legitimation through participation. These strategies represent adaptations of the merit pay idea that eliminated those conflicts between merit pay and the nature of teachers' work that we discussed above. However, they turn merit pay into something else. In fact, we regard each of these adaptations as evidence supporting the theme developed in the first part of this essay, namely, that teachers' work does not satisfy the conditions under which performance-based compensation is an effective means of motivating workers to high performance levels. In the analysis that follows, we stress the ways in which each district changed one or more crucial aspects of the merit pay idea. While these districts still refer to their plans as merit pay, economists would not view them as examples of performance-based compensation.

Extra pay for extra work. One common element in the long-lived merit pay plans is that the definition of performance is altered so as to reduce emphasis on classroom teaching and increase emphasis on completion of tasks outside the classroom. For example, the numerical rating system used by one district to determine merit pay awards gives school and community service the same weight as classroom performance. Another district requires that a teacher complete six outside activities to be eliegible for merit pay. As one teacher commented, "This isn't merit pay; it's how you get the yearbook done."

A complementary practice is to make the *teacher* responsible for documenting that he or she is worthy of merit pay. As part of the merit pay application process in several districts, teachers had to prepare lengthy documents describing their accomplishments and providing evidence in the form of testimonials from colleagues and parents. One teacher commented, "When I finished this last time, I had a volume no less than three inches thick of evidence, arguments, and materials."

These practices, which we call extra pay for extra work, provide one set of relatively convincing answers to the two questions teachers raise about merit pay. Administrators can clearly state that teacher X received merit pay because he or she devoted time to organizing a variety of activities and to documenting his or her accomplishments, both in and out of the classroom. If another teacher wants merit pay, he or she can do these same things.

This approach to merit pay relieves administrators of the impossible task of discerning and defending differences in the quality of teachers' classroom instruction. But this approach also means that the school districts using it have effectively given up any effort to relate financial rewards to the core of the teacher's job — namely, classroom instruction. The use of this approach underscores our earlier argument that merit pay is ill-suited to teaching.

Make everyone feel special. A second theme is to quietly award merit pay to almost all teachers. This strategy is most pronounced in one district in which a numerical rating system is used to determine whether teachers receive no award or an award of $500, $1,000, $1,500, or $2,000. Only teachers who had worked in this district for at least six years were eligible for merit pay. Eligible teachers could choose not to participate in the merit pay plan, and this choice spared them from documenting their accomplishments and undergoing the

merit pay review process. Only a very few teachers chose not to participate in this merit pay plan, however.

Teachers whom we interviewed in this district were unaware of the distribution of actual awards but typically were pleased that they each received substantial award. In fact, every teacher who participated in the voluntary merit pay program (over 90 percent of eligible teachers in the district) received an award; 85 percent of the teachers received with $1,500 or $2,000. We suspect that the bunching of the ratings at the top of the scale and the relatively small monetary differential between the top two awards is important in minimizing ill feeling on the part of teachers in schools headed by hard-grading principals. In this district, if a principal is a hard grader, the effective teacher receives an annual bonus of $1,500 instead of $2,000.

In effect, the "make everyone feel special" strategy deals with teachers' potentially destructive questions about merit pay by reducing the number of teachers who ask. We find it interesting that this theme was particularly evident in the two districts in our sample that have had merit pay for more than twenty years. But if this approach deals effectively with teachers' questions, it does so by rewarding everyone, cutting off questions by cutting off the reasons for asking them. One idea behind merit pay, however, is to use differential financial rewards to improve worker performance. If most teachers receive the top reward or an amount close to it, then there will be little difference in the incentives and thus little chance that the differences will affect teacher performance. Once again, this approach to implementing merit pay provides additional evidence of the poor fit between this type of compensation scheme and teachers' work.

Make merit pay inconspicuous. In several districts, the design of the merit pay system is such that the incentives are of little interest to a large percentage of the teachers. For example, in one district, eligibility for merit pay requires ten years of service, completion of six activities outside the classroom, and satisfactory performance evaluations. The reward for fulfilling these requirements is is $600 (somewhat more if coupled with advanced degrees). Only 40 percent of the teachers in this district who do fulfill the length of service requirement choose to participate in the voluntary merit pay plan. In another district, teachers can apply for one of four different award levels, each level having different requirements. While the award levels are sizable — $1,000 for level one, $4,000 for level four — the requirements are so demanding that only 12 percent of the teachers apply for any level (two-thirds of these teachers receive awards). The level four requirements include a master's degree and thirty hours of graduate credits, superior teaching skills as demonstrated, for example, by "representing the district at the state or national level as a resource person, chairperson, or committee member," and superior professional contributions, as demonstrated, for example, by serving "in an official capacity in the management of the professional associations or organizations related to a specific field of study (school district's description of its performance-based compensation plan.) For the vast majority of the teachers in this school district, the financial awards do not justify the extra work.

In all six districts, merit pay has a low profile. In part, this stems from the percerption that merit pay is something almost any teacher could earn but that the financial rewards do not justify the extra work. Another element is that, in five of the six districts, teachers are urged not to discuss with colleagues either who receives merit pay or the amount of the awards. In these districts, where most teachers like their jobs, the primary effect of secrecy seems to be to reduce teachers' interest in merit pay and hereby to reduce the number of teachers who ask the hard questions about why some teacher get merit pay and others do not. But whatever the reasons for the low profile, this common approach to implementation is further evidence that our districts tended to turn merit pay into something else. If the aim of a differential compensation system is to stimulate better performance, then it would be important for workers to know who did the better job, and why. But the districts we visited built barriers against the acquisition of this information.

Legitimation through participation. The final attribute of merit pay uncovered in our districts concerns the process by which the programs were designed. In all of the districts, teacher played a significant role in the design of the merit pay plans. Moreover, in each of the two districts that have had merit pay for more than twenty years, the system has been revised several times in response to teacher complaints. We believe that teachers' participation in the design and redesign of the plans contributes to the plans' longevity. One reason for this effect is that the process of participation reveals information about teachers' preferences that is extremely difficult to collect unless teachers volunteer it. This information, moreover, is critical in enabling supervisors to predict teachers' responses to incentives. Participation gives teachers a reason to volunteer information and a mechanism for doing so. A second reason that participation contributes to the longevity of merit pay plans is that it creates the impression that merit pay is not a system thrust upon teachers but rather one they helped to create. Seen as such, teachers may still ask why some teachers get merit pay and others do not, but the intensity with which they ask is diminished. Teachers recognize that if many of them find the program objectionable, they can change it (Hirschman, 1970).

One could view teachers' participation as an example of workers' self-protective behavior. In this case, however, workers' objections to merit pay were shared by management. We therefore view worker participation as yet another effort by management and workers to redefine a compensation system that has great potential for doing damage.

Is There a Role for Merit Pay?

The schemes we studied, then, were not merit pay, at least if this term denotes performance-based compensation. But the six districts nonetheless seemed quite convinced that their compensation plans were useful. We wondered why. Did these plans have some desirable effect on the scholastic performance of students in these districts? Did the plans help the districts to resolve problems that they faced?

On the first question, merit pay in the districts we studied does not appear to have affected the quality of teaching; neither administrators nor teachers offered any evidence that merit pay had a significant impact on the way teachers teach. This is not surprising given the attributes of the enduring plans. This conclusion is also compatible with the theme developed above: the nature of teachers' work is such that basing individual teachers' pay on assessments of their performance is unlikely to motivate teachers to work harder.

If merit pay does not motivate teachers to work hard, why do a very few districts retain it? Our interviews with teachers and administrators suggest that merit pay has helped these six districts solve problems quite different from the problem of motivating teachers. These problems include (1) how to support good teachers who differ in their relative needs for income and free time, (2) how to encourage meaningful dialogue between teachers and administrators about difficult issues, such as the quality of the evaluation process, (3) and how to build community support for the public schools.

In the district we visited, merit pay contributes to solutions to these problems in the following ways:

1. Extra pay for extra work provides opportunities for teachers with greater financial needs to augment their incomes by spending time on school-related activities.

2. The ongoing discussion of how merit pay works, what its problems are, and what change are needed provide forums for meaningful dialogue between teachers and administrators concerning difficult issues, such as the nature of the evaluation process.
3. The merit pay plans contribute to the perception that teachers are accountable. As one teacher commented on why members of the community supported merit pay for teachers, "The people out there who are paying taxes want to make sure that in the area of teacher pay, those who are doing the real work are the ones who get the rewards, above and beyond the standard." This perception of accountability increased the willingness of communities to pay teachers well. One administrator remarked that merit pay "has meant a lot of money for a lot of teachers that would otherwise not have been provided, knowing the Board of Education."

We do not mean to imply that merit pay is necessary to solve the problems of satisfying teachers' varied needs, encouraging dialogue, and promoting community support for the schools. In fact, a far greater number of school districts solve these problems without merit pay. For example, many districts meet some teachers' needs for additional income through extra pay for extra work without calling this merit pay, or through small grants competitions (e.g., *Small Grants for Teachers*). Many districts use the collective bargaining process to promote meaningful dialogue between teachers and administrators (see Freeman & Medoff, 1984). Others promote community support through volunteer programs, public/private partnerships, and outreach activities.

What we do want to suggest is a different way of looking at merit pay. This is useful because, if the past is any guide to the future, the current, perhaps waning wave of interest in merit pay will not be the last time that educators feel pressure to adopt this type of compensation plan. In thinking about merit pay in the future, it is useful to ask whether it can play a modest role in satisfying teachers' varied needs, ecnouraging meaningful dialogue between teachers and administrators, and promoting community support for the schools. In most school districts, the answer to this question will be an emphatic "no." But in a few districts the answer could be a tentative "yes." We hope that our work provides some clues to the types of districts where an answer of "maybe" makes sense and what types of merit pay plans hold some promise.

There is one final theme in our evidence that seems to apply to districts both with and without merit pay: improving teachers' performance through evaluation. If evaluation is to contribute to the goal of helping teachers improve, it must be carried out by skilled and knowledgeable supervisors in an atmosphere that rewards honesty and cooperation. When teachers who conceal their failings receive higher pay than those who do not, the atmosphere for useful evaluation and advice is poisoned. If supervisors are to engage in a productive dialogue with teachers, they must act in a way that is consistent with the sustained nature of their relationship with teachers. Evaluation is a repetitive sequence which creates expectations, memories, and sensitivities that can either contribute to improved performance or, if treated insensitively, undermine it. It was the goal of merit pay's advocates to put the power of money into the evaluation process as a way to improve teachers' performance. That goal is misguided. But the broader lesson — that school administrators must work to create relationships with teachers in which evaluations contribute to improvement, change, and cooperative problem solving — is one that must not be forgotten even after the pressures for merit pay dissipate.

PRACTICUM

Classical Literature as a Technical Course Text

James Hudson

The Journal's *"Practicum" section presents things done in other Ohio two-year colleges — both successes and failures. In this edition the* Journal *is proud to present a very successful program for your scrutiny: literature as a technical course text introduced at Clark Technical College.*

Several years ago while the college was enjoying the benefits of a National Humanities Faculty Grant, I was first intrigued by the idea of incorporating the humanities into the technical education curriculum.

I began by reviewing those courses I would be teaching. The law courses seemed too structured, too codified for my purpose. The forensic science courses seemed too dependent upon natural order and mathematical precision. Both could be used but I wasn't ready for that challenge just yet. I decided my crisis intervention course would present the perfect challenge. The course was people oriented; it attempted to place the natural order of the human condition into a simplified ten-step plan. It was a nonthinking course. It divided all human interaction into who, what, where, when, why, and how. I was going to make it a thinking course, there were going to be questions, and few if any answers proffered by me.

I next decided that no standard, criminal justice, psychology or sociology textbook would do. I recalled how I had once read Sherwood Anderson's, Wineburg, Ohio, as an undergraduate. I remembered how the stories reminded me of my own life and growing up. The series of short stories included death, temptation, loneliness, fear, sex, violence, puberty, stress, love, anger, hatred, bigotry and self-doubt. Here was every possible topic for a crisis-intervention class.

The course would include a rather traditional lecture. The topics would include death and dying, work ethics, stress and the human condition, as well as other relevent subjects.

The student would be required to read an assigned short story and to relate that story into his or her own personal life. Rev. Hartman in the story, "Strength of God," was forced to deal with life's temptations. He had to examine his own feelings of worth and whether or not he was in the right occupation.

I am now in my seventh year and crisis intervention is quite possibly the most popular course in the curriculum. Students have repeated the course strictly on a voluntary basis. This spring fully one third of the students are taking the course as a nonrequired elective. In addition to Wineburg, Ohio, I have added Plato's "Allegory of the Cave" as an introduction to the elightenment which has become the major objective of the course.

In a few weeks, the class and I will be traveling to "Wineburg, Ohio." We will have a picnic lunch in Waterworks Park. We will walk the streets and alleys and I will see the eyes of my students revealing their favorite story. There have actually been tears falling: the ghosts of Wineburg, and the student's own past experiences coming forward. Each of them is touched by the trip, by the class, and by each other, myself included.

James Hudson
Assistant Professor
Law Enforcement Technology
Clark Technical Collge
Springfield, OH 45505

FORUM

ISSUE: When and How Should a Two-Year Educational Program Be Scrapped?

Because of budget restraints and state regulations, one of the most unsavory but yet necessary jobs is axing an educational program. Robert Thompson, Columbus Technical Institute, and Norbert Wethington, Terra Technical College, offer their points of view on when and how to do it.

Program Termination An Unpleasant but Necessary Task

Robert Thompson

When Journal Editor and long time colleague Jim Fullen requested that I prepare an article on the termination of programs, I thought it a rather depressing topic and would have much preferred to do something a little more upbeat. However, life on the two-year campuses does not always bring a 10% increase in enrollment every year and eventually there comes a point where this distasteful task must be addressed. As Jim knows, I have been at Columbus Technical Institute for many years and have seen and participated in the births and deaths of various programs; therefore my observations might be appropriate.

A review of possible guidelines on this topic in the Ohio Board of Regent's *Operations Manual for Two-Year Campuses* yields information on both the birth and death of programs. It is noted that sections 401 through 408 in the manual prescribe in detail how a program will be born. The section on program review describes the critera for the death verdict, but makes no statement on how the execution will be carried out. More specifically, the Regents use the five-year review to determine whether they should recommend to the college the elimination of certain programs which duplicate or are unnecessary. Since need in an area is reflected by student enrollment and graduate placement, the manual establishes guidelines on the minimum number of students enrolled, the minimum number of graduates per year and a minimum percentage of technology graduates to be employed in technology related jobs.

You probably noticed that the words "recommend elimination" appear instead of "thou shalt terminate." It would be interesting to speculate on how many, if any, recommendations the Board has made for program terminations. In any case these are the type of rules we should appreciate: a few basic guidelines and then the rest is up to the individual colleges.

I am first going to present some thoughts on criteria or approaches used to determine the death verdict of a program. One of the approaches may be described as being opportunistic. When the opportunity arises, the program is cut: opportunities, such as the program's coordinator is leaving, the program's laboratory or equipment has been destroyed in a fire, or a couple of students are suing the school because of perceived program deficiencies. These opportunities provide the vehicle to say "we have been thinking about getting rid of that program and now is our opportunity to do it." Although opportunity may knock only once, I propose that we establish some criteria before we let it in the door.

After considerable debate Columbus Technical Institute established such criteria by developing a model for program review and evaluation. One of the purposes of this model was to develop criteria that would provide consistency in decisions concerning the continuance or discontinuance of programs. It is similar to the Regent's program in that it looks at enrollment, number of graduates and job placement, but it also includes criteria on cost, class size, student retention and preparation for employment.

This model has twelve criteria, each having a minimum standard score. The scores for each program are determined yearly and compared with the standards. Programs that are potentially in trouble are "screened out" for a more subjective review. It should be pointed out that the criteria can be grouped in to three areas: cost, enrollment, and quality. Cost and enrollment are easy to determine, but the quality criteria which include retention, preparation for employment and, to some extent, job placement are not as distinct and constitute the major points of discussion in the subjective review.

Needless to say, those programs with low cost, high enrollment and high quality are revered by all while programs with high cost, low enrollment and low quality are non-existent or soon will be. How about the programs in between these extremes? As educators we should consider quality the most important indicator of a program's worth and vote that all high-quality programs be funded. Unfortunately this is not realistic. Those programs without a minimum number of students are in serious trouble. Low enrollment begets high cost and these two together are deadly.

This is when the program review on evaluation data makes its impact. Records from the yearly evaluations will show enrollment and cost trends. They reveal what changes, if any, have occurred in these areas and show if the changes have been steady, abrupt or cyclic. The records determine if the program always scores high in the quality indicators and if the program has been on probation in the past. This history supports a decision for continuance, discontinuance or the establishment of some probationary requirements. Although opportuntiy knocks or the chance for an emotional response presents itself, the main component of a termination decision should be good hard data. The source of this data needs to be an on-going program of review and evaluation.

After a discussion on high-quality programs, it becomes apparent that I need to briefly consider low-quality programs. It is unlikely that any low-quality, low-cost programs will be terminated. These programs are needed to support the high-cost, high-quality programs that remain in our inventory. Low-cost programs don't suffer from low enrollment and when quality is the problem, you implement a plan to improve it. If the plan doesn't work the first year, you keep on trying.

Once it has been determined that a program is to be eliminated, then the painful process of phasing it out begins. Arrangements must be made for students to complete the program. A good example of the appropriate way to handle this situation was the closing down of our Industrial Laboratory Department. I was particularly close to this situation since I had helped develop the curriculum, taught a few of the courses and personally knew most of the students.

First, a schedule was devised allowing all the technical courses to be taught over a two-year period. The courses were taught in the evening, since many of the students worked during the day. The department chairperson talked personally with each student and made sure they had the schedule for the course offerings and understood that it was their last chance to take the courses. Since numbers were low, some of the labs were combined. The instructor for the program obtained some additional education and was eventually placed in another department. Although it was a sad story, at least the ending was happy, with the students graduating and the instructor retaining a position at the school.

The two-year campuses are dynamic institutions that respond to the changing needs of business and the community. These changing needs result in programs being revised, programs being added and in some cases programs being

terminated. As we all know, the termination decision cannot be frivolous. Just like the dairy farmer who relies on production records to cull the herd, we must rely on a set of program review and evaluation records to make the determination on what stays and what goes.

Bob Thompson
Assistant for Academic Affairs
Columbus Technical Institute
Columbus, OH 43216

Ten Commandments for "Killing" a Technical Program

Norbert A. Wethington

Historical Overview

Terra Technical College's Associate in Applied Business program in Food Service Administration was suspended at the end of school year 1982-83. The program had been offered solely at nights since 1972. It averaged 28 reportable FTEs in a "steady-state" enrollment pattern throughout its existence. There was one full-time instructor, and some 12 individual were used as part-time instructors throughout the ten years it existed. This list of "Ten Commandments" is a result of our experience in program termination and suspension.

1. *Detect and identify potential suspensions early:* Programs do not die in a vacuum. In fact, weak programs can be identified many years before they are actually in imminent danger of suspension. Sometimes the problem is enrollment management; sometimes it is curricular obsolescence. In all cases, however, warning signs are evident well in advance. Heed those signs. Sometimes they can be turned around by program and faculty development, by creative marketing strategies, or by financial commitment for updated labs and equipment. Other times it's better to terminate the program.

2. *Be open about potential suspensions with all concerned:* In Summer 1980, Terra Technical College began to look carefully at the existing Food Service Administration program. Our first tactic was to make appointments with some 25 major employers in our district who were involved with this program over the years (many were advisory committee members). In each case we spent over an hour in intense interviews asking very probing questions about how they perceived our program. In many instances we returned for a follow-up. Each employer was told about the college's concern for the viability of this technology and some of the proposed alternatives to solving the perceived problems. Each interview was documented, and copies were made available to all faculty and instructional administrators. No secret was made about either our concern or about our need to keep everyone informed of the problem.

3. *Set criteria for suspension at policy-making level of the College:* Policy and planning administrators (Deans, Vice Presidents for Academic Affairs, Presidents, etc.) need to make major decisions on just what does constitute a weak program. It is not automatically enrollment; nor is it automatically curricular; nor is it automatically financial. That decision has to be made at the top levels. At what point does a program simply become an albatross?

   A critical issue that brought everything to focus at Terra was the planning process for a new campus building. Consistently we were told by our students and advisory committee that we needed our own preparation lab. Since the beginning of the program we had been using the prep labs of Vanguard JVS immediately next door to our Cedar Street Campus. The labs were available to us only at nights since Vanguard's students were using them in the days. Our own prep labs would also permit us to expand into day programming, with a hopeful corresponding increase in FTEs.

   Best guess estimate at the time was that the installation of a Food Preparation lab in a building we were planning would increase the cost in excess of $250,000. In order to justify that capital outlay, major enrollment management goals were needed.

4. *Make sure actual criteria is understood by all:* Once the top policy levels of our college established the criteria, we made sure everyone concerned understood it. In our case the criteria started with curriculum updating; then went to enrollment management; then to a new lab.

   Obviously, the Instructional side of the house also needed to be kept abreast of the criteria. We found that the Food Service curriculum needed a major restructuring. Our key full-time instructor was approaching retirement, and the curriculum simply had not kept up with market realities. Consistently, we at Terra have found that the success in our enrollment posture is reflected in the credibility of the technical instructional staff in a program. If that staff has grown in obsolescence rather than grown in their profession, it will have major impact on student satisfaction . . . and enrollment support.

   The Admissions/Student Services/Marketing functions of the college also had to be kept abreast on this criteria. It is very possible that a change in marketing strategy could have a profound impact on a program. Audiences and marketing strategies change; a program might go from a heavily recent high-school based student population to a largely older adult population (with corresponding lowering of FTE ratios simply because adults are more apt to go part-time).

   We found both of these concerns, curriculum updating and enrollment management, to be very appropriate to our suspension of Food Service. It was all but impossible to market the program to recent high school grads. Their attitudes were focused on fast-food occupations, and they thought that if they really wanted a job in that market, a college education in Food Service was actually a detriment.

   In our service district, "full-service" restaurants were very limited in numbers. There were no major convention centers; many of the local communities had no "full-service" restaurants at all; and what few there were in existence were tied to the unique economy of the Lake Erie Vacationlands.

5. *Stick to the criteria when the chips are down:* Portions of the renovated curriculum were put in effect for school year 1981-82. In early Spring 1982, with the appropriate adminstrators involved, a firm goal was set for Fall 1982 FTEs. For the past several years the program had stabilized at 28 FTEs. Under this new criteria, the program had to show a growth posture and establish a pattern of enrollment increase or it would go into suspension. The goal was set at 36 FTEs; 12 second year, and 24 first year.

   When reportable Fall 1982 data was "frozen," the suspension of the program was a foregone conclusion. We had 22 FTEs; instead of increasing by 8 FTEs, we lost 6, all in our freshman students. The lab now became a moot point.

6. *Actually decide to suspend program early:* Once that goal was not met, the only thing needed was to announce the decision to all involved. In a Food Service faculty meeting in early October, the decision was made public that as of June 1983, the program was in suspension. No technical classes would be officially offered for credit after that point. The decision was also announced to the entire college through an employee newsletter shortly thereafter.

7. *Work intensely with faculty and students affected:* Regardless how softly it's handled, a program suspension is a traumatic thing for both students and faculty.

   Faculty have made major personal and professional career choices to support their programs, and all will need career and emotional support. Obviously an "out-placement" strategy would be beneficial. Can your full-time faculty member be effectively placed in a different program within the college? What about similar programs at other colleges? Do they plan on retiring or re-entering the business world?

   Terra actually saw all of these occur. Our one full-time faculty member retired as soon as it was obvious that program suspension was coming (Spring 1982). At the termination of the program we had four part-time faculty. We were able to "out-place" our part-time preparation instructor into a full-time position at a sister two-year college. Another re-entered the professional field as a full-time restaurant manager. A third part-time instructor was multiple-qualified and continued to teach in Business Management/Marketing areas. A fourth was employed full-time as a high school vocational home economics teacher.

   Students were a different matter entirely. A major goal of the college was to graduate as many students as possible within what was left of our program. First, we had several class meetings with the students to explain just what happened and why. Secondly, we created an advising system designed solely for those students; each student was individually interviewed and career options were discussed in detail. We looked at all available options for completing classwork: transient student status at neighboring college, proficiency exams, "Credit-for-Life-Experience," credit for military training, and technical course substitutions. We went so far as to heavily schedule all technical classes, encouraging students to wait to complete their basic and general courses. When all else failed, we assisted students in transferring to other colleges which had similar programs.

   This part of our process was very successful. Of the 22 FTEs we had in reportable Fall 1982, only one student transferred to another college. Several changed majors to Marketing/Small Business Management. Over half stayed with the program. In June 1983, three were awarded the AAB; June 1984, six; June 1985, two; and two students are still working to complete basic requirements.

8. *Actually suspend the program with the Ohio Board of Regents:* In the *Ohio Board of Regents Course Inventory Report* submitted in June 1983, all FSA coded classes were filed as "INACTIVE." This followed up a letter of intent to suspend the program which was sent by the college to the OBR the previous October. The program was deleted from the next printing of the Terra Technical College Bulletin, and all separate program brochures were destroyed.

9. *Clean up loose ends:* Here are some areas of minor problems you might encounter. There probably will be some equipment on your physical inventory that was assigned to the program. Some can be transferred to another office. Our Food Service micro-computer fit nicely in the Law Enforcement area. We sold other equipment (primarily small cooking items) to the Vanguard JVSD's Food Service Program. Training aids, books, and pamphlets were dontated to both the JVSD and several local comprehensive high school programs. Some files did need to be maintained due to the State Administrative Records Retention policies.

10. *Hope and pray you do not have to do it again:* This process is a really painful one. There is a lot of both college pride and individual career commitments that have an impact on what happens. You can make it a success if your ability to deal with the human element becomes paramount.

Norbert A. Wethington
Director of Public Service Technologies
Terra Technical College
Fremont, OH 43420

NOTE: Our next *Forum* issue will be *Is There Any Such Thing As Two-Year Education?"* Please feel free to respond. September 19 is our deadline.

REACTION

Response to "Issue: To What Extent Should Computers Be Used in Teaching Writing?"

Shannon Kiser

The Journal encourages letters and articles in response to its contents, policies and OATYC activities. The following article is a reaction to last Journal's "Forum" issue: "To What Extent Should Computers Be Used in Teaching Writing?"

The Forum in the *OATYC Journal*, Winter 1986, presented contrasting views on the application of computers for teaching writing. David Humphreys' article strongly advocates the use of microcomputers especially with word-processing programs to teach composition; on the other hand, Roy Bentley's article "Something Human" implies that writing as a human act is somewhat devalued with computers. The two articles give the general impression that firing lines are forming with computer advocates ready to do battle with noncomputer advocates. While the two opposing forces may never engage in a large scale war, there are indications of several skirmishes which will be fought in the next few years. Many of these skirmishes will be among the computer advocates themselves.

The first battle for the heart and soul of English teachers is already taking place: the battle of hardware systems. The computer manufactureres — IBM, Apple, Commodore, Tandy — claim resounding advantages for their systems. Once a teacher makes a choice of one of these systems, he or she usually defends that choice with a raised fist. The vision of Apples being hurled across the room at IBM users dressed in three-piece suits is all too frightening to discuss. Some instructors might go as far as to say that only good poetry can be written on an IBM PC.

The second battle, the Battle of Word-Processing Programs, will cause flesh wounds instead of the out-and-out loss of limbs caused by the Battle of the Hardware Systems. Approximately, one-hundred word-processing programs are presently being marketed for the Apple and IBM alone. Even if under some

miraculous circumstance an English department agrees on a certain hardware system, they still must decide which word-processing program is best for their needs. This kind of decision is strictly based on self-interest. If an instructor knows a particular system, that system is best. Conceivably, ten instructors in a department may know ten different systems. Since each of these word-processing programs have different commands and printing percularities, a minor battle is inevitable.

Besides word-processing software, the use of other supporting software will be an issue for conflict: The Battle of Support Software. A series of questions must be dealt with directly by each English department. Only three of these questions are mentioned below:

1. Should developmental reading and grammar review classes be taught almost exclusively by a series of computer programs? These programs might not become as discouraged as some teachers. Programs such as *English MicroLab* by Houghton Mifflin, designed to accompany certain of the companies' textbooks, have been developed for drill and practice in 12 different areas of grammar and mechanics. Also, many programs have been developed to test reading comprehension. Even the most staunch anti-computerist must admit the potential for individual progress. The *NEA Higher Education Advocate*, March 18, 1986, reported that developmental students at Central Piedmont Community College in Charlotte, North Carolina, were " . . . advancing by as much as one grade level in reading and math for every 25-30 hours of combined computer-assisted and tutorial instruction."
1. Should English departments use programs which attempt to guide a student through various stages of the composition process? Programs such as *Writing is Thinking* (Kapstrom, Inc.) guide student through the development of a topic outline and five-paragraph essay. *The Writer's Helper* (Conduit) attempts to do much the same. Several programs such as *Writing the Narrative Paragraph, Writing a Character Sketch,* and *Writing an Opinion Paper* (MECC) are aimed for the grades 9-12 or college developmental classes. English teachers must decide if these are more valuable than one-page handouts.
3. Should English departments make available text-analysis programs? These include programs which check spelling and programs which atempt to make basic judgments about word choice, sentence length, and punctuation. A very awkward program for analyzing word choice and sentence length is *Homer* (MacMillian Inc.). A less cumbersome program, which works with Applewriter II and Applewords, is *Sensible Grammar* (Sensible Software, Inc.). For example, among other potential wording problems this program checks for 285 pompous phrases, 272 redundant phrases, and 408 wordy phrases. Students can also mark potential problems with punctuation, which can later be changed with the word-processing program.

Eventually, the composition-with-computer advocates will reach agreement among themselves. This truce, however, will have taken much time and energy. This loss of time combined with budgetary constraints will result in slow progress for community colleges toward the use of computers to teach composition. As part of this truce among computer advocates and between noncomputer advocates for the teaching of composition, certain points of agreement will be necessary.

Article 1: The disputing parties realize that just as many bad essays, research papers, short stories, and poems are written on manual typewriters as microcomputers.

87

Article 2: Much of the present talk about microcomputers and composition is just so much hype. To sound like an authority on using microcomputers in the teaching of composition is fashionable and even somewhat elitist.

Article 3: The work of text-analysis programs only offer basic proofreading suggestions. For example, *Sensible Grammar* suggests using "also" instead of the expression "in addition"; the somewhat wordy expression "in behalf of" can be replaced with the simplier "for." Spelling checkers may take some of the tedium out of looking up words which the writer suspects as misspelled. The checkers can help a writer who has had trouble recognizing that he spells "gauge" with an "ua" instead of "au." These spelling checkers do not eliminate the need for careful proofreading on the part of students. If a student types "short stores," the spelling checker will not indicate a mistake since "stores" is spelled correctly even though "stories" was the intended passage. Text-analysis programs will never be able to make valid judgments about the major questions which confront English teachers in each composition: language appropriateness for certain audiences, significant content, unity and coherence, organization, and completeness.

Article 4: Those English teachers wanting to teach composition with microcomputers should have the opportunity to do so. Other English teachers who are having success with conventional techniques should be encouraged to continue with these proven methods.

Shannon Kiser
Associate Professor of English
Shawnee State Community College
Portsmouth, Ohio 45662

The Jerry McClain Co., Inc.

Custom homes, Northern Products log homes, residential remodeling, light commercial construction and residential and commercial condominiums.

Design-Quality-Service

1506 West Church Street
Newark, Ohio 43055

(614) 344-9481

McClain Oil Co.

Oil and gas exploration and production with the traditional McClain emphasis on efficiency, quality and service

1506 West Church Street
Newark, Ohio 43055

(614) 344-3773

EXAM I

is the answer
to producing student
exams quickly
and reliably,
creating several versions
within minutes

EXAM I software is an innovative, fast and reliable way to automatically produce examination test questions for any course.

EXAM I software eliminates the tedious and time consuming work surrounding student exams and the grading process.

EXAM I allows educators to quickly construct any number of unique examinations and to construct several versions of the same test from any assigned chapter.

EXAM I produces answer sheets and test correction keys with a chart showing students percentile scores for each test.

EXAM I produces essay, true/false, fill-in-the-blank and multiple choice questions that can be selected specifically or randomly. Educators can use their own questions or those from existing Instructor's Guides.

EXAM I is available for the IBM-PC/XT/AT and has been formatted for use on any machine compatible with MS DOS, version 2.1 or higher.

EXAM I sells for only $89.95—call toll-free 1-800-543-0883 or 1-800-582-7295 (in Ohio only).

anderson publishing co.
646 main street
cincinnati, ohio 45202
(513) 421-4142

Kendall/Hunt

For Quality Texts

Kendall/Hunt Publishing Company is devoted to bringing you quality texts to meet the educational requirements of your students. We have over 1700 titles in print covering all major diciplines. When it comes to pedagogically sound, up-to-date, and comprehensive texts, you can count on **Kendall/Hunt**!

- **One Plus One**
  An Integrated Approach to Communications, 4th Ed.
  By James Fullen and John Tabor
  1984/Paper/272 pages/$16.95 ISBN 0-8403-3347-1

- **Grammar Command**
  By Colleen Marshall
  1983/Wire Coil/280 pages/$18.95 ISBN 0-8403-3501-6

- **A KASE for Microcomputers**
  A First Course in Apple BASIC, 2nd Edition
  By Arthur Polen and Mary Ann Jannazo
  1984/Wire Coil/320 pages/$22.95 ISBN 0-8403-5190-1

- **A KASE for Microcomputers**
  A First Course in IBM BASIC
  By Arthur Polen and Mary Ann Jannazo
  1984/Wire Coil/336 pages/$21.95 ISBN 0-8403-3334-X

- **Pharmacology Math**
  By Judy Maxon (Hocking Tech)
  1983/Wire Coil/112 pages/$12.95 ISBN 0-8403-3056-0

- If you would like to receive Kendall/Hunt booklists, please send us a letter that include your name, school, address, department, city and state/zip.

Kendall/Hunt Publishing Company

2460 Kerper Boulevard · P.O. Box 539 Dubuque, Iowa 52001

OATYC Journal Campus Solicitors

Agricultural Technical Institute, Ms. Linda Houston
Belmont Technical College, Mr. Thomas Ostaiewski
Bowling Green State University, Firelands Branch, Mr. Ronald Willard
Central Ohio Technical College, Dr. Joseph Brannon
Cincinnati Technical College, Ms. Michele Imhoff
Clark Technical College, Dr. Lloyd Monnin
Clermont General and Technical College, Mrs. Edith Jones
Columbus Technical Institute, Ms. Gina Arrowood
Cuyahoga Community College East, Mr. Thomas Morris
Cuyahoga Community College Metro, Mr. Stanley Klosek
Cuyahoga Community College West, Dr. Arthur Polen
Edison State Community College, Mr. Richard Bowerman
Hocking Technical College, Mrs. Elaine Dabelko
Jefferson Technical College, Ms. Carolyn Craft
Kent State University, Ashtabula Campus, Dr. Jack E. Smith
Kent State University, East Liverpool Campus, Mr. Carl Yoke
Kent State University, Geauga Campus, Dr. William Bittle
Kent State University, Salem Campus, Dr. James Cooney
Kent State University, Stark Campus, Ms. Patricia Murphy
Kent State University, Tuscarawas Campus, Mrs. Agnes K. Swigart
Kent State University, Trumbull Campus, Ms. Janet Crawford
Lakeland Community College, Mr. Howard Erlechman
Lima Technical College, Mr. Alan Lange
Lorain County Community College, Ms. Barbara Lemke
Marion Technical College, Ms. Betty M. Dietsch
Michael J. Owens Technical College, Dr. Charles Ballard
Muskingum Area Technical College, Mrs. Catherine Cummings
North Central Technical College, Dr. Warren Groff
Northwest Technical College, Dr. James Nagel
Ohio State University, Newark Campus, Dr. Robert Klingensmith
Ohio University, Belmont Campus, Mr. Claude Colvin
Ohio University, Chillicothe Campus, Mr. J. Steven Phillips
Raymond Walters General and Technical College, Dr. James E. Cebula
Rio Grande Community College, Dr. Clyde Evans
Shawnee State Community College, Ms. Susan Warsaw
Sinclair Community College, Dr. Benjamin McKeever
Southern State Community College, Mr. Kenneth Shore
Stark Technical College, Ms. Therice Gall
Terra Technical College, Mr. Kenneth Hahn
Toledo Community and Technical College, Dr. Robert Somogyi
University of Akron Community and Technical College, Ms. Anna P. Barnum
University of Cincinnati General and Technical College, Dr. Patrick Kumpf
Washington Technical College, Mr. Joe Testerman
Wayne General and Technical College, Mr. Robert McElwee
Youngstown State College of Applied Science and Technology, Dr. Violet Boggess

Hitchens Corporation
Division of Engineering and Surveying
367 South 30th, Suite D
Heath, Ohio 43055
(614) 522-8417
HAROLD W. HITCHENS, JR.
HAROLD W. HITCHENS, SR.

ERIC Clearinghouse for Junior Colleges FEB 28 1992

BEST COPY AVAILABLE

OATYC Officers, 1985-1986

President: Dr. Lloyd Monnin, General Education Chairperson, Clark Technical College, P.O. Box 570, 570 East Leffels Lane, Springfield, Ohio 45501 (513) 325-0691.
Treasurer: Mr. David Conrath, Instructor of Accounting and General Business, Washington Technical College, Route 2, Marietta, Ohio 45750 (614) 374-8716.
Secretary: Mr. John Thornton, Assistant Professor of Physics, Stark Technical College, 6200 Frank Avenue N.W., Canton, Ohio 44720 (216) 494-6170.
Past President: Dr. Rae Rohfeld, Metropolitan Campus Director of Continuing Education, Cuyhoga Community College, 2900 Community College Avenue, Cleveland, Ohio 44115 (216) 348-4196.

Board of Directors, 1985-1986

Ms. Carlene Alexander, Instructor of Social Services Technology, Columbus Technical Institute, 550 East Spring Street, Columbus, Ohio 43215 (614)227-2596.
Dr. Daniel J. LaVista, Vice President for Educational Planning, Cuyahoga Community College, 700 Carnegie Avenue, Cleveland, OH 44115, (216) 348-4792.
Mr. Robert K. Deger, Director of Community Education and Services, Southern State Community College, 200 Hobart Drive, Hillsboro, OH 45133, (513) 393-3431.
Ms. Jane Watkins, Associate Professor of Office Administration, University of Akron Community and Technical College, Shrank 152 B, Akron, Ohio 44325 (216) 375-7305.

OATYC Campus Liaison

Agricultural Technical Institute
Linda Houston
University of Akron Community and Technical College
Jack Mercer
Belmont Technical College
Thomas Ostaiewski
Bowling Green State University, Firelands Campus
Ronald Lehr
Central Ohio Technical College
Paul Towne
Cincinnati Technical Institute
David Ballinger
Clark Technical College
Katherine Kalinna
Columbus Technical Institute
Carlene Alexander
Cuyahoga Community College, Ohio Institute of Technology
Allie Dunham
Cuyahoga Community College, Eastern Campus
David Humphreys
Cuyahoga Community College, Metropolitan Campus
Nancy Roberts-Harrington
Cuyahoga Community College, Western Campus
Arthur Polen
Edison State Community College
Mary Harris
Jefferson Technical College
Mary Beth Ruthers
Kent State University, Trumbell Campus
Bill Ostrowski
Kent State University, Tuscarawas Campus
Agnes Swigart
Lakeland Community College
Carlos Tackett
Lima Technical College
Alan Lange
Lorain County Community College
Marilyn Valentino
Marion Technical College
Nancy Gilson
Miami University, Middletown
Rob Speckert
Michael J. Owens Technical College
Kathry Brubaker
Muskingum Area Technical College
Catherine Cummings
North Central Technical College
Dan Richards
Ohio University, Belmont Campus
Richard McMann
Ohio University, Zanesville Campus
David Mittel
Rio Grande College and Community College
Betty Zawada
Shawnee State Community College
Susan Warnow
Sinclair Community College
Benjamin McKeever
Southern State Community College
John Porter
Stark Technical College
Thomas Labach
Terra Technical College
Kenneth Hahn
University of Toledo Community and Technical College
Marianne Mazur-Stewart
University of Cincinnati, Clermont General and Technical College
Roger Barry
University of Cincinnati, University College
David Hartleb
Washington Technical College
Ann Tilton
Wright State University, Western Ohio Branch Campus
Arthur Matthews

When it comes to printing . . .
we have all the right ingredients

- layout and design
- typesetting
- photography
- full color printing
- complete bindery service

Printing Arts Press
CREATING GOOD IMPRESSIONS IN PRINTING
8025 NEWARK ROAD • P.O. BOX 481
MOUNT VERNON, OHIO 43050
(614) 397-6106